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ABSTRACT

The language arts objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as composition, grammar, literature, phonetic analysis, reading comprehension, structural analysis, study and research skills, vocabulary, and writing mechanics. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of language arts achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing. (Author)

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IER CRITERION-REFERENCED LANGUAGE ARTS OBJECTIVE AND ITEM BANK

I.E.R.

ED237529

a bank of language arts objectives and test items for grades one through eight

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TM830 775

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IER Criterion-Referenced Language Arts Objective and Item Bank
Cunningham, Sandra; Gartland, Michael; and Musial, Diann
Institute for Educational Research, Glen Ellyn, Ill.
1979
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Language: English

The objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as composition, grammar, literature, phonetic analysis, reading comprehension, structural analysis, study and research skills, vocabulary, and writing mechanics. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of language arts achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

IER Criterion-Referenced Mathematics Objective and Item Bank
Cunningham, Sandra; Gartland, Michael; Musial,Diann
Institute for Educational Research, Glen Ellyn, Ill.
1979
Available from: Institute for Educational Research, 793 N. Main St., Glen Ellyn,
IL 60137 Cost: $95

The objective-item bank contains 100 objectives each represented by five to eight multiple choice items. Grade levels covered are one through eight. The objectives deal with such topics as decimals, fractions, geometry, graphs and charts, integers, numeration, problem solving, and whole number operations. The items have been field tested on students in 32 school districts and have been calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of mathematics achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

The Institute for Educational Research Writing Skills Project
Barrett, Barrie; Musial, Diann
Institute for Educational Research, Glen Ellyn, Ill.
1981
Available from Institute for Educational Research, 793 N. Main St., Glen Ellyn, IL
60137 Cost: $95

The writing skills bank contains 82 objectives each represented by two writing prompts with criteria for holistic scoring. Grade levels covered are one through eight. The objectives deal with aspects of composition such as grammar, vocabulary, punctuation, logic, and creativity. The "items" are writing prompts to which the student responds with a sentence or as much as several paragraphs of original writing. The scoring criteria are based on a primary trait analysis of the required writing skills. The prompts have been tested on over 3,000 elementary students and then calibrated according to the Rasch logistic model. The bank can serve as a starting point for developing tests of writing skill achievement tailored to the local district curriculum. Such tests can be used for district program evaluation, student diagnosis, competency testing, and formative or mastery testing.

Introduction

Background. The Institute for Educational Research Criterion-Referenced Objective and Item Banks evolved from a desire on the part of numerous school districts to have a pool of test items readily available for use in a variety of ways. Some districts were concerned with generating criterion-referenced tests for use in program evaluation, to either replace or, more often, supplement existing norm-referenced testing programs. Others sought a pool of items that could be used on a day-to-day basis by classroom teachers in assessing the progress of individual students through instructional units and as an aid in planning future instruction. Still others sought a pool from which to develop competency tests.

Staff members at the Institute for Educational Research (IER) formulated a plan by which area school districts could assist in developing a common pool of objectives and test items to meet their needs. Two pools were to be developed, one in mathematics and the other in language arts, covering grades one through eight. The project contained five major phases: (1) the selection of a basic core of instructional objectives by representatives from 23 area school districts; (2) the formulation of a network of overlapping test forms containing eight items per objective; (3) field-testing of the test items by participating districts; (4) Rasch analysis of the items; and (5) the final formulation of calibrated item pools.

Selection and Targeting of Objectives. The process of selecting objectives began by first accumulating objectives and their corresponding item pools. Objectives were accompanied by test items written to have a high degree of content and difficulty homogeneity within objective. The items were purposefully written in this manner to facilitate random selection of items from a pool to assess the level of proficiency in the skill or concept defined by the objective. The degree to which such homogeneity had been achieved was one outcome of the statistical analysis.

Work sessions were scheduled to select the objectives whose items would be calibrated in the project. Each participating district was asked to supply at least one experienced "master teacher" at each grade level to select objectives. The task of these individuals was two-fold: (1) to select the most important, most crucial objectives to be mastered at their grade level, and (2) in doing so to target the items for students of the appropriate ability level. This latter element was important to the success of the Rasch analysis; items too difficult or too easy provided little information and were eliminated from the analysis. The teachers selecting objectives were asked to use experience and professional judgment as the major criteria in making their decisions. The content validity of the item pool rests upon this judgment.

The 15 objectives receiving the highest ratings at each grade level were chosen to be included in the project. In most cases, eight items per objective were randomly selected from a larger pool of items for field-testing. A computer program (FORMS) was used to generate 44 overlapping test forms. Each form contained approximately 40 items. In order to establish the network of linking items necessary to calibrate all item difficulties on a single scale, items appeared on two different forms. The interlocking links spanned from one to five test forms.

Field Testing. Forty-four test forms, containing nearly 1800 items ([illegible]00 unique items), were formulated and field-tested in the participating districts. The ten forms for grades one and two used verbal directions and consumable test booklets. Intermediate and upper grade students answered directly on OPSCAN data sheets. Each district was assigned one test form at each grade level. Each form was administered in five districts resulting in a total sample size of approximately 4300 students.

Item Analysis. Since the pool consisted of criterion-referenced items, a latent trait model was approprite for item analyses. Latent trait theory, sometimes referred to as "item response theory" or "item characteristic curve theory," attempts to measure some unobservable trait or ability that accounts for performance on a test. Of the various models that have been proposed, the Rasch or single-parameter logistic model was chosen. A latent trait model, and in particular the Rasch Model, is especially appropriate for this type of analysis for several reasons. First, the joint nature of the project meant that test items would be administered to students of differing abilities in many, quite different, communities. Traditional measures of item difficulty are a function of the ability of individuals responding to the items. Latent trait models, on the other hand, are "sample-free"; item difficulties are adjusted for the influence of sample ability levels and variance, and are therefore independent of any one sample or community. Second, latent trait models overcome difficulties in attempting to link together items that vary greatly in difficulty. Since item parameters are "ability-free," it is possible to assign item difficulties based on a single continuous scale covering the entire range of abilities from grades one through eight. This feature is especially desirable in monitoring the progression of individual students through a continuous instructional sequence. The Rasch Model, in particular, was selected because of the theoretical assumptions and practical considerations required for its application. A computer program (FORCAL) was first used to obtain a Rasch calibration of items within forms. The selection of valid items through the Rasch Model required the evaluation of several fit statistics.

Rasch analysis calculates the expected probability of success when an individual attempts to answer a given item. The expected probability is based on estimates of the individual's ability (determined by the individual's responses across items) and the item's difficulty (determined by responses to the item across individuals). This probability is given by the equation

$$Pvi = \frac{e^{(\beta v - \delta i)}}{1 + e^{(\beta v - \delta i)}}$$

where βv is the ability of individual v and δi is the difficulty of item i.

Estimates are compared with the observed values. The squared residuals are then summed over items to form an approximate chi-square distribution for testing the fit of the item. In practice, several fit statistics, along with difficulty and discrimination indeces, were evaluated from each item. Items which were found to not be "working properly" were removed from the pool and were examined closely in an effort to identify the cause. Mis-fitting may be caused by ambiguous or confusing wording, mis-targeting of items (items too easy or too hard for the ability of the sample), poor or misleading distractors, items which do not measure the same latent trait (variable) measured by the rest of the items, or interactions between an item and individuals which are idiosyncratic to a certain subgroup.

The next stage of analysis used a computer program (SHIFT) to link the various forms together. SHIFT compared the difference in difficulty values for each pair of linking items and subsequently calculated a mean shift in difficulty from one form to another. Once the difficulty level of items within forms and the relative difficulty of each form was known, the difficulty of each item on a single continuous scale was determined by an additive process. The final result, referred to as an item map, is a calibration of all items on a single scale of difficulty, representing a single underlying trait of mathematics.

The analysis of Rasch fit statistics supplants the traditional reliability and discrimination indeces. Similar measures were calculated and evaluated for each item, but lose their meaning when items are taken out of a specific test form and placed in an item bank. It is sufficient to know that all items surviving the Rasch analysis are reliable in their ability to consistently measure person abilities and discriminate positively.

Results of the Rasch Analysis. The Rasch analysis of the language arts item pool produced the following results:

Of the 882 language arts items submitted for analysis, 764 (87%) fit the model sufficiently well to be retained.

The final item map for language arts—showing the total distribution of items along the language arts difficulty scale—spanned 11 logits. This approximates 11 years of language arts ability.

Difficulty values for objectives were obtained by calculating the median difficulty level of an objective's items. These values allowed objectives to be positioned on an objective map, giving insight to the inherent difficulty of the objectives as perceived by students. This information can be used to answer questions like "How much more difficult is a given fifth-grade language arts skill than a given fourth-grade language arts skill?" or "Is it easier for fourth-graders to correctly place commas in a sentence or use quotation marks correctly?" The final item pool has been organized by ranking items in order of increasing difficulty within each objective.

Tests constructed of these calibrated items can now be used to generate "item free" or "test free" person measures, for the Rasch Model can calibrate people the same way it calibrates items. Instead of mapping an item along the scale of difficulty, it can be used to map an individual along the same scale, now referred to as language arts ability. In addition, detailed analyses of an individual's fit can identify instances where the individual is not "behaving properly"; that is, the individual may be guessing, cheating, falling asleep, or simply not trying on certain items. The Rasch analysis can indicate to a teacher or counselor that the performance of that individual on that test was probably not a "true" measure for any of the above reasons and would certainly suggest that the score be suspect.

These are but some of the applications of latent trait theory to the field of education. The language arts item pool developed through the IER/CRT Project represents a major step in merging state-of-the-art test theory with the day-to-day problems of individual student diagnosis and evaluation, instructional planning, curriculum development, and program evaluation. The future expansion of this bank, along with improved interpretation and reporting services, promises to further enhance the ability of schools to better meet the learning needs of each individual student.

USE OF THE OBJECTIVE ITEM BANK

The items and objectives of this bank represent a carefully validated yet flexible evaluation instrument. The unique characteristics of each district's educational program should be the key determiners of how the bank is used. It is crucial that the bank be viewed as a pliable evaluation tool, one tailored to districts' needs. To use the bank as a final product or the definitive statement in competency-based programming would be most unfortunate. It is crucial that each district carefully examine its own educational program, population, and policies before using the bank. Such self-analysis affords the best direction to proceed in using the objective bank well.

The following are some broad alternatives that a district can select from in using the objective-item bank. Do not feel constrained by these for there are probably as many uses as there are districts.

1. Overall Local Curriculum Assessment

This option involves the selection of those objectives that the district values to such a degree that an on-going evaluation of progress is desired. Once the critical objectives have been selected, the critical grades wherein the selected objectives should be achieved are also identified. Once a year those students who are attending the critical grades will be tested via the selected objectives and items. A minimum of 3–4 items per objective should be included on the annual test. Each item cluster is then scored so as to uncover any problems in the achievement of a specific objective. Individual student scores are not the focus of this type of evaluation, but rather group scores are the main concern. Should a specific objective not be achieved, decisions as to how to improve instruction in that area are developed.

2. Specific Curriculum Evaluation and Development

This option necessitates the involvement of staff members, administrators, the school board, and the community. The components of this option include:

A. the identification of specific teaching objectives for each grade by the above;
B. the selection of items that evaluate each objective. (This bank will evaluate some of the objectives; however, others will probably need to be developed);
C. an annual evaluation of every grade (not just the critical grades as in option one) in terms of each grade level's objective;
D. a re-evaluation of the curriculum for each grade level based on the annual test results;
E. the reformulation of specific teaching objectives as in item A.

3. Minimum Competencies

This option is probably the one most persons think of when hearing the phrase "Competency Based Education." Just as in option two, the involvement of teachers, administrator, school board, and community are crucial. Instead of selecting key teaching objectives for each grade level, however, only the critical, most basic teaching objectives are identified. Testing procedures are so clarified as to include a specific minimum score. The selection of such cut-off scores is left up to each district's concerns. Once cut-off scores are implemented, however, the responsibility of remediation and programming becomes more pressing.

4. Student Diagnostics and Programming

One of the most exciting options is that of using each of the objectives and items as a set of quizzes keyed to each child's developmental stage. If the child passes approximately 4 out of 5 items representative of a specific objective, this is noted specifically on each child's evaluation program. If the child fails the quiz, more instruction is given and another quiz on the same objective is administered. Since there are 5 to 8 items for most objectives, the development of alternative quizzes is possible. The focus of this option is individual student progression and monitoring of progress rather than group evaluations.

5. High School Articulation

This option permits eighth-grade teachers to use clearly defined objectives as points of discussion with high school personnel. Such specificity enhances the discussion concerning who should teach what since the objectives are so clearly present. Such discussions of specific objectives accents any discrepencies in what high school teachers think elementary school teachers should accomplish. With such clarity solutions can be formulated.

SUGGESTED REFERENCES

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OBJECTIVES

IER Language Arts Objectives by Subtopic

Category	Code	Description	Median Difficulty
Communication	0750	Identifying order of parts of a letter.	11.450
Composition	0960	Identifying the topic sentence in a paragraph.	12.105
Comprehension and Interpretation	0080	Choosing words to fit sentence context (literal comprehension).	6.420
	0130	Evaluating possible outcomes (evaluative comprehension).	7.065
	0280	Recognizing emotion in character, and recalling facts.	7.790
	0400	Recognizing main idea for titling.	9.095
	0610	Recognizing main ideas rephrased.	10.995
Grammar and Usage	0390	Using appropriate forms of "be" in sentences.	8.490
	0470	Identifying action and linking verbs.	9.730
	0520	Recognizing complete verbs.	10.360
	0530	Identifying proper nouns.	10.440
	0600	Identifying complete, incomplete, and run-on sentences.	10.940
	0620	Identifying simple subject and complete verb.	11.045
	0670	Identifying appropriate pronoun forms.	11.250
	0700	Identifying complete predicates.	11.380

Category	Code	Description	Median Difficulty
	0710	Differentiating between simple and compound sentences.	11.390
	0740	Recognizing complete sentences, run-on sentences and sentence fragments.	11.405
	0770	Identifying subject and predicate.	11.460
	0810	Recognizing noun functions.	11.540
	0820	Recognizing functions of adverbs.	11.555
	0850	Identifying proper nouns.	11.775
	0860	Recognizing nouns in sentences.	11.790
	0870	Identifying pronouns and antecedents.	11.890
	0900	Recognizing pronouns.	11.965
	0910	Identifying adverbs.	12.000
	0940	Identifying adjectives.	12.035
	0970	Identifying verbs and verb phrases.	12.170
	0980	Identifying adjectives of comparison.	12.260
	0990	Identifying prepositions.	12.355
	1000	Identifying nouns.	12.395
	1010	Identifying adverbs of comparison.	12.570
	1030	Recognizing four sentence types.	12.720
	1040	Identifying adjectives.	12.725
	1070	Identifying prepositional phrases.	13.465
	1080	Identifying adverbs.	13.480

Category	Code	Description	Median Difficulty
Learning Skills	0290	Classifying items by category names.	7.835
	0460	Recognizing items that either belong, or that do not belong, to categories.	9.700
Literary form, Poetry	0240	Differentiating between real and make-believe.	7.705
Literature	0560	Demonstrating knowledge of literary terms: suspense, mood, conflict, setting, etc.	10.615
	0640	Identifying the main character.	11.160
	0660	Demonstrating knowledge of literary terms: setting, character, plot, conflict, dialogue, and theme.	11.210
	0950	Identifying the plot.	12.040
Punctuation and Capitalization	0060	Using capital letters at the beginning of sentences.	6.000
	0140	Identifying people's names for capitalization.	7.080
	0450	Using capitals: Identifying letters that should be capitalized.	9.615
	0590	Using correct capitalization: including first word in a sentence and proper nouns.	10.855
	0680	Using correct puntuation: periods, question marks, and commas.	11.315

Category	Code	Description	Median Difficulty
Reading and Vocabulary	0430	Distinguishing between fact and opinion.	9.525
	0490	Identifying main ideas in paragraph by selecting best statement out of four statements.	9.965
	0510	Recognizing the definitions of words in context.	10.245
	0540	Recognizing fact and opinion, at a more advanced level.	10.530
	0650	Determining sentence meaning.	11.185
	0760	Identifying the topic sentence of a paragraph.	11.455
	0800	Demonstrating knowledge of prefixes and suffixes.	11.540
	0840	Identifying the main idea of a paragraph, by selecting from given alternatives.	11.740
	1060	Determining the main idea of a paragraph, at a more advanced level.	12.975
Research and Study Skills	0480	Identifying parts of dictionary listings.	9.965
	0550	Using an index.	10.565
	0690	Identifying summary sentences.	11.325
	0730	Recognizing correct outline form.	11.400
	0790	Interpreting charts, pictures, maps.	11.510
	0890	Recognizing inference supported by facts.	11.955
	0920	Demonstrating knowledge of the bibliography.	12.005
Sentences and Paragraphs	0340	Discriminating between statements and questions.	8.175

Category	Code	Description	Median Difficulty
Visual Discrimination	0030	Recognizing color words and the colors they name.	5.855
	0110	Recognizing that sentences are made up of a group of words.	6.635
Vocabulary and Word Study	0070	Supplying words which correctly complete sentences (Vocabulary development).	6.130
	0090	Recognizing words which have the same sound, different spellings, and different meanings (homonyms).	6.445
	0120	Selecting pictures which best illustrate sentences or paragraphs (Vocabulary development).	6.915
	0190	Recognizing synonymns and antonyms.	7.350
	0250	Using context to determine the meaning of a word.	7.735
	0260	Using homonyms.	7.755
	0300	Recognizing word meaning from	7.845
	0330	Determining words which have opposite meanings.	8.120
	0350	Using contractions.	8.220
	0360	Using suffixes.	8.240
	0420	Identifying synonyms and antonyms.	9.295
	0440	Using prefixes.	9.565
	0500	Recognizing compound words.	10.165
	0630	Demonstrating knowledge of homonyms, synonyms, and antonyms.	11.100
	0780	Using definitions.	11.465
	1020	Recognizing synonyms, antonyms, and homonyms.	12.660

Category	Code	Description	Median Difficulty
Word Analysis/ Phonetic Analysis	0010	Matching words with pictures whose names begin with the same consonant.	4.815
	0020	Recognizing consonant blends with which words begin.	5.195
	0040	Recognizing the sounds of final consonants in words.	5.875
	0050	Recognizing consonant digraphs with which words begin.	5.955
	0150	Hearing short vowel sounds.	7.135
	0160	Recognizing long or short vowel sounds in words.	7.195
	0170	Using three-letter consonant blends.	7.205
	0180	Recognizing sounds for consonants that have more than one sound.	7.290
	0220	Recognizing the sounds of final consonants.	7.575
	0310	Using vowel digraphs.	8.105
	0320	Using long vowel sounds.	8.115
	0380	Substituting short vowel words.	8.480
Word Analysis/ Structural Analysis	0100	Recognizing contractions and their root words.	6.630
	0200	Determining whether a singular or a plural noun should be used.	7.520
	0210	Identifying compound words.	7.540
	0230	Determining the number of syllables in a word.	7.640
	0270	Determining root words to which ing, ed, s, and es have been added.	7.775
	0370	Using apostrophes in contractions.	8.455

Category	Code	Description	Median Difficulty
	0410	Determining root words to which ing, ed, s, and es have been added (may end in silent e).	9.125
Writing Mechanics	0570	Demonstrating knowledge of capitalization.	10.755
	0580	Determining correct comma use, with four different needs for commas.	10.760
	0720	Recognizing the function of the apostrophe.	11.390
	0830	Determining correct comma use with three additional needs for commas.	11.655
	0880	Demonstrating knowledge of rules of capitalization.	11.950
	0930	Using capitalization and punctuation skills.	12.005
	1050	Using correct punctuation.	12.745

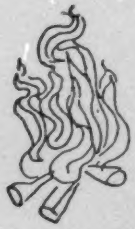
d = 4.815

0010 Matching words with pictures whose names begin with the same consonant.

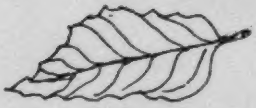
Given pictures, whose names begin with the sounds of consonants (excluding q and x), each picture accompanied by four words, only one of which begins with the same consonant as the name of the picture, the learner can select the word in each grouping which has the same beginning sound as the given picture.

Directions: Pick the word that begins with the same sound as the picture.

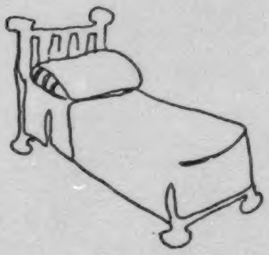
1.
A) five
B) boy
C) back
D) came



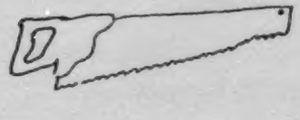
2.
A) look
B) what
C) up
D) it



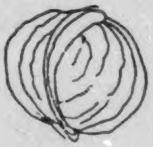
3.
A) this
B) in
C) ride
D) ball



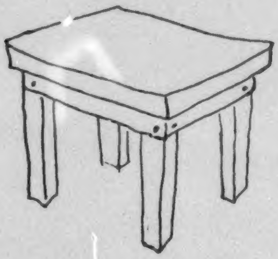
4.
A) did
B) we
C) see
D) brown



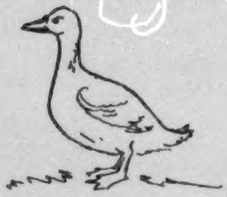
5.
A) but
B) no
C) work
D) my



6.
A) yellow
B) father
C) name
D) ten



7.
A) purple
B) find
C) with
D) down



d = 0.000

0020 Recognizing consonant blends with which words begin.

Given a number of blends, the learner can select the blend whose sound he hears in a word pronounced by the teacher.

Directions: Choose the group of letters that have the same sound as the beginning of the words I say.

1. SWIM

A) sw
B) fl
C) dr

2. BROWN

A) br
B) sp
C) bl

3. SCOUT

A) sp
B) sc
C) pr

4. SPLINTER

A) tr
B) spl
C) cl

5. CLASS

A) sn
B) cr
C) cl

6. GLUE

A) pl
B) gr
C) gl

7. GLASS

A) gl
B) st
C) gr

d = 5.195

0030 Recognizing color words and the colors they name.

Given a set of colored objects or shapes, the learner can select the color word that describes the color of the object or shape.

Directions: Choose the word that describes the color of the card held by the teacher.

1. ORANGE OBJECT ON CARD

_______ A) BROWN _______ B) ORANGE _______ C) WHITE

2. BROWN OBJECT ON CARD

_______ A) ORANGE _______ B) BROWN _______ C) RED

3. BLACK OBJECT ON CARD

_______ A) WHITE _______ B) PURPLE VIOLET _______ C) BLACK

4. BLUE OBJECT ON CARD

_______ A) BLUE _______ B) GREEN _______ C) YELLOW

5. YELLOW OBJECT ON CARD

_______ A) BLACK _______ B) YELLOW _______ C) PURPLE VIOLET

6. RED OBJECT ON CARD

_______ A) RED _______ B) GREEN _______ C) BLUE

d = 5.875

0040 Recognizing the sounds of final consonants in words.

Given sets of four one-syllable words, such that each of the consonants (excluding q and x) is used in the final position of some word, and such that no two words in any set have the same final consonant sound, the learner can select that word that ends with the same sound as a word pronounced by the teacher.

Directions: Find the word that sounds the same at the end as the word I say.

1. FORK
   - A) work
   - B) seven
   - C) me
   - D) from

2. BIKE
   - A) At
   - B) take
   - C) me
   - D) said

3. FOURTH
   - A) jump
   - B) big
   - C) with
   - D) six

4. MESS
   - A) see
   - B) jump
   - C) miss
   - D) him

5. PEN
   - A) not
   - B) your
   - C) sing
   - D) in

6. LOST
   - A) help
   - B) must
   - C) tell
   - D) please

7. PIN
   - A) his
   - B) will
   - C) ten
   - D) let

8. TWIG
   - A) good
   - B) dog
   - C) that
   - D) no

d = 5.955

0050 Recognizing consonant digraphs with which words begin.

Given an answer sheet on which are printed a number of digraphs the learner can select the digraph whose sound he hears in a word pronounced by the teacher for that row.

Digraphs: sh, ch, th, wh, kn

Directions: Pick out the digraph you hear at the beginning of the word I am going to say.

1. WHICH

A) wh
B) th
C) kn

2. CHURCH

A) ch
B) th
C) kn

3. SHAKE

A) kn
B) th
C) sh

4. THIRD

A) sh
B) th
C) ch

5. CHECK

A) sh
B) kn
C) ch

6. SHOOT

A) sh
B) ch
C) th

7. THIS

A) kn
B) th
C) sh

d = 6.000

0060 Using capital letters at the beginning of sentences.

Given pairs of sentences, with sentences in each pair identical except that one begins with a capital letter and the other does not, the learner can choose the sentence in each pair which begins with a capital letter.

Directions: Choose the sentence that has a capital letter at the beginning.

1. A) A bee can buzz around a flower.
   B) a bee can buzz around a flower.

2. A) mother asked Penny to get her a mop.
   B) Mother asked Penny to get her a mop.

3. A) Do you live in Wilmette?
   B) do you live in Wilmette?

4. A) the boys played in the tent.
   B) The boys played in the tent.

5. A) Peter walked down the street to Billy's house.
   B) peter walked down the street to Billy's house.

6. A) Greg raced up the hill.
   B) greg raced up the hill.

7. A) billy painted a picture of a ship.
   B) Billy painted a picture of a ship.

8. A) peter walked down the street to Billy's house.
   B) Peter walked down the street to Billy's house.

0070 Supplying words which correctly complete sentences. (Vocabulary development)

Given sentences at Primer Level from each of which a word has been omitted, the learner can select from a pair of words following each sentence that word which best completes the sentence.

Directions: Pick the right word to fit in the sentences.

1. Can you walk ____________ ?

   A) fun
   B) fast

2. Do you like ____________ ball?

   A) this
   B) these

3. Come here and ____________ .

   A) please
   B) play

4. He can not ____________ it in the sand.

   A) hide
   B) had

5. We ____________ to the store for candy.

   A) want
   B) went

d = 6.420

0080 Choosing words to fit sentence context (literal comprehension).

Given sentences in written form composed of words from the learner's reading level and each containing a blank and two choices for that blank, the learner can choose the word which best fits the context.

Directions: Pick the word that makes the most sense in the sentence.

1. The color of the sun is __________ .

A) green
B) yellow

2. I parked the __________ .

A) car
B) barn

3. She has a __________ on her head.

A) coat
B) hat

4. Put your __________ foot down.

A) left
B) look

5. Tom's __________ is yellow.

A) eyes
B) shirt

6. This is a __________ story.

A) funny
B) green

7. The rabbit is __________ .

A) flying
B) eating

8. The happy children __________ .

A) laughed
B) cried

0090 Recognizing words which have the same sound, different spelling, and different meanings (homonyms).

The learner will, when given specific lists of words, match the homonym pairs.

Directions: Choose the word that sounds exactly the same as the first word.

1. PLAIN

   A) meet
   B) to
   C) four
   D) right
   E) plane

2. FOR

   A) meet
   B) to
   C) four
   D) right
   E) tale

3. MEAT

   A) meet
   B) to
   C) four
   D) right
   E) tale

4. FLOUR

   A) would
   B) buy
   C) I
   D) flower
   E) plane

5. WOOD

   A) would
   B) buy
   C) I
   D) flower
   E) plane

6. BY

   A) would
   B) buy
   C) I
   D) flower
   E) plane

7. EYE

   A) would
   B) buy
   C) I
   D) flower
   E) plane

d = 6.630

0100 Recognizing contractions and their root words.

The learner will be able to match the contractions with the two root words from which they were formed.

Directions: Decide which two words have been put together from the contractions.

1. ISN'T

   A) I am
   B) I will
   C) it is
   D) were not
   E) is not

2. I'M

   A) I am
   B) I will
   C) it is
   D) were not
   E) is not

3. I'LL

   A) he will
   B) I will
   C) she is
   D) was not
   E) have not

d = 6.635

0110 Recognizing that sentences are made up of a group of words.

Given sentences of four to six words each, made from words in the pre-primer vocabulary, the learner can, as directed by the teacher, determine whether the words make up a sentence.

Directions: Decide if each group of words makes up a sentence, and answer YES or NO.

1. I want to play with you.

A) yes
B) no

2. We what his and she.

A) yes
B) no

3. Do you like this ball?

A) yes
B) no

4. We can have fun.

A) yes
B) no

5. Come here and jump.

A) yes
B) no

6. It is something green.

A) yes
B) no

7. I have go but me.

A) yes
B) no

8. Little all are not me.

A) yes
B) no

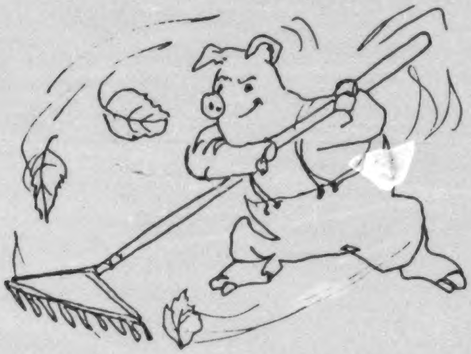
d = 6.915

0120 Selecting pictures which best illustrate sentences or paragraphs. (Vocabulary development)

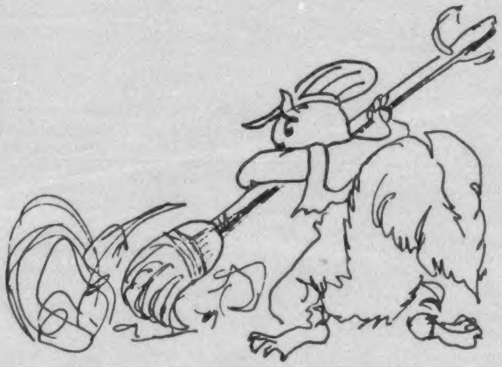
Given sentences or paragraphs at Primer Level each accompanied by two pictures, one of which illustrates the meaning of the given sentence or paragraph and one which does not, the learner can choose the picture which illustrates the sentence or paragraph in each given case.

Directions: Choose the picture that best describes the sentence or sentences below.

1. Mr. Pig is very busy. He is raking up the leaves in the yard.

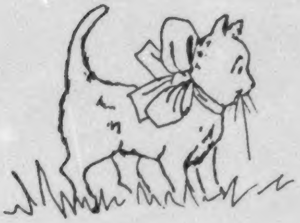


A)

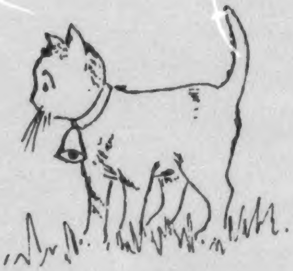


B)

2. The little cat with a bell is walking on the grass.

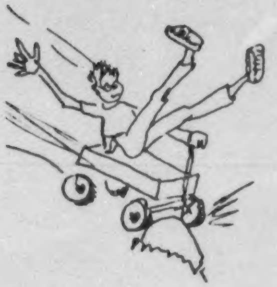


A)

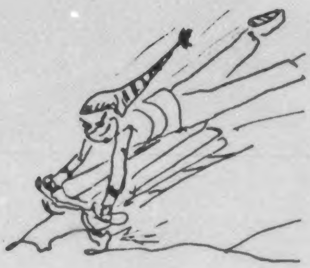


B)

3. The boy has been playing with his wagon. He stopped when he hit a rock.

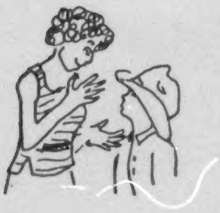


A)

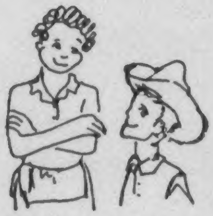


B)

4. Mother said, "Tom, this hat is too big for you. It is sitting on your neck. This hat is your father's hat."

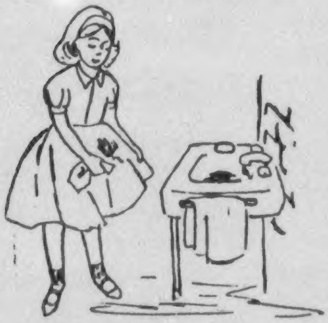


A)

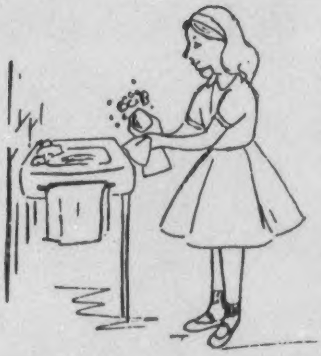


B)

5. Sue has a spot on her dress. She is washing it out.



A)



B)

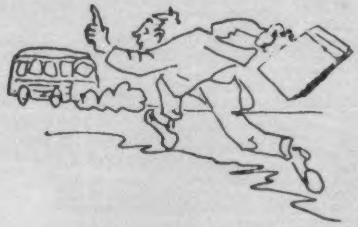
d = 7.065

0130 Evaluating possible outcomes (evaluative comprehension).

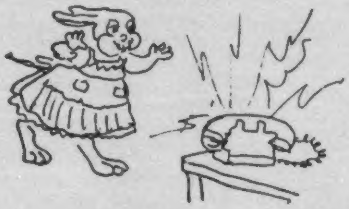
Given pictures, each of which is followed by three choices, the learner can indicate the choice that best tells what will happen next.

Directions: Pick the sentence that best describes what will happen next.

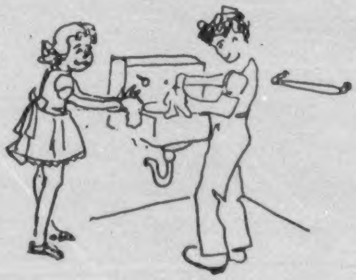
1. A) The man will have to wait for the next bus.
   B) The man will lose his hat.
   C) The bus will have a flat tire.



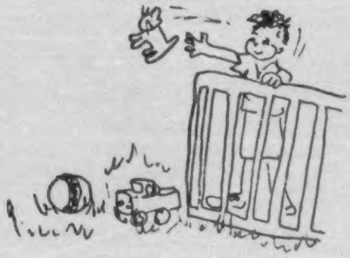
2. A) Mrs. Rabbit will answer the phone that is ringing.
   B) The phone will fall off the table.
   C) Mr. Rabbit will come home.



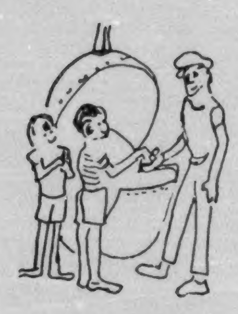
3. A) Jim and Pat will see a show on TV.
   B) Their hands will be clean.
   C) Pat's dress will be wet.



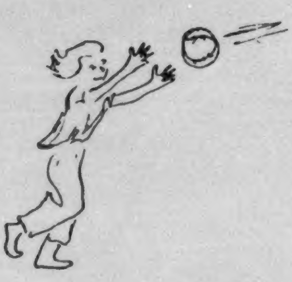
4. A) The ball will go back to the boy.
   B) The little cat will fall on the grass with the other toys.
   C) The little boy will come out of the play pen.



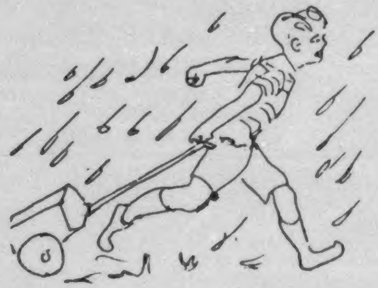
5. A) The rain will come to stop the ride.
B) Sue and Mark will take a ride at Fun Park.
C) The man will push the children.



6. A) The ball will float up to the sky.
B) Sue will catch the ball.
C) Mother will call Sue to eat lunch.



7. A) The cart will break.
B) Jim will get out of the rain soon.
C) Jim will run to the school playground.



d = 7.080

0140 Identifying people's names for capitalization.

Given sentences which are missing needed capitals, the learner will select the word in each sentence that should be capitalized.

Directions: Decide which of the words in bold print should have started with a capital letter.

1. Please **close** **the** **window**, **tom**.

A) B) C) D)

2. Mr. **white** has **nails** in **his** **workshop**.

A) B) C) D)

3. **did** **you** **see** Jim's **football**?

A) B) C) D)

4. **ben** **rode** his new **red** **bicycle**.

A) B) C) D)

5. **peter** and his **mother** and **father** are **moving**.

A) B) C) D)

6. **sally** gave **ballons** to each **girl** and **boy** at her party.

A) B) C) D)

7. **kevin** **made** a **flower** **box**.

A) B) C) D)

8. **jeff** **found** a **toy** **car**.

A) B) C) D)

d = 7.135

0150 Hearing short vowel sounds.

Given an answer sheet on which are printed columns containing the vowels a, e, i, o, u, the learner can choose the vowel whose short sound he hears in a word pronounced by the teacher.

Directions: Choose a vowel whose sound you hear in the word I say.

1. CAT

A) a
B) e
C) i
D) o
E) u

2. BUS

A) a
B) e
C) i
D) o
E) u

3. TIP

A) a
B) e
C) i
D) o
E) u

4. FOX

A) a
B) e
C) i
D) o
E) u

5. JET

A) a
B) e
C) i
D) o
E) u

6. HIT

A) a
B) e
C) i
D) o
E) u

7. NUT

A) a
B) e
C) i
D) o
E) u

0160 Recognizing long or short vowel sounds in words.

The learner will demonstrate his ability to recognize a single vowel in a short word as a short vowel sound or as a long vowel sound and two vowels in medial position as a long vowel sound by selecting the word from a pair of words to correctly complete a sentence. The words in each pair will have the same consonants and will vary by having one or two vowels.

Directions: Choose which of the two words best fit on the blank line in the sentence.

1. The ___________ tree grew in the yard.

A) pin
B) pine

2. Will you please have a ___________ at the table?

A) seat
B) set

3. Sally wore her pretty blue ___________ .

A) rob
B) robe

4. The ___________ fell from the dark sky.

A) ran
B) rain

5. The ___________ felt warm in the outside air.

A) cot
B) coat

d = 7.205

0170 Using three-letter consonant blends.

Given sentences, each followed by a word beginning or ending with a single consonant and three-letter consonant blends for initial consonant substitution, the learner can form new words to complete each sentence.

Directions: Choose the blend that makes a new word from the word in the box which fits in the sentence.

1. John did not come to school today because he had a sore ____________ .

goat

A) thr
B) spr
C) scr
D) spl

2. Jane ____________ the ball to Ann.

new

A) spl
B) spr
C) thr
D) scr

3. The car went down the ____________ .

feet

A) str
B) scr
C) spl
D) thr

0170 (Continued)

4. Mother will ___________ the floor.

tub

A) spr
B) spl
C) shr
D) scr

5. When you ___________ it hurts my ears.

team

A) str
B) scr
C) thr
D) spl

6. The water will ___________ when Tim jumps into it.

sash

A) thr
B) spl
C) str
D) scr

d = 7.290

0180 Recognizing sounds for consonants that have more than one sound (s – c – g).

Given words containing the consonants, c, s, and g, the learner's attention is directed to a consonant in bold type. Also given a list of six key words (sea-is, cent-call, gem-go), the learner can select the key word that has the same sound as the boldface consonant in the given word.

Example: Given the key words in parentheses immediately above, then given the word gentle, the learner would write gem.

Directions: Look at the boldface letter. Here its sound. Choose the word that has the same sound.

1. mice

   A) cent
   B) call

2. city

   A) cent
   B) call

3. large

   A) gem
   B) go

4. flag

   A) gem
   B) go

5. peas

   A) sea
   B) is

6. please

   A) sea
   B) is

7. camel

   A) cent
   B) call

8. case

   A) cent
   B) call

0190 Recognizing synonymns and antonyms.

Given sentences the learner will select the antonym or synonym for the boldface word in the sentence as directed.

Directions: Select the word that is the opposite in meaning to the boldface word in the sentence.

1. Flowers grow best in **sunny** places.

A) foolish
B) long
C) shady
D) small

2. Libraries are very **quiet.**

A) still
B) noisy
C) inside
D) happy

3. Mary **quickly** finished her lunch.

A) sadly
B) gladly
C) slowly
D) madly

4. Children enjoy games **outside.**

A) inside
B) beside
C) careful
D) empty

Directions: Select the word that is similar in meaning to the boldface word in the sentence.

5. We entered the **large** castle.

   A) dark
   B) small
   C) light
   D) green

6. The boat had a sail in the **center.**

   A) spot
   B) mirror
   C) middle
   D) place

7. The truck was driven down the **street.**

   A) avenue
   B) story
   C) strange
   D) stamp

8. Every **mistake** must be corrected.

   A) struck
   B) error
   C) mirror
   D) meant

d = 7.520

0200 Determining whether a singular or a plural noun should be used.

Given sentences of not more than 8 words at the appropriate reading level, each containing a blank space which calls for a noun, and given the singular and the plural form of the noun that fits each such sentence, the learner can select the form which is appropriate for the given sentence.

Directions: Choose the correct answer.

1. Each one had a ___________ .

A) pencils
B) pencil

2. We saw many dark ___________ in the sky.

A) clouds
B) cloud

d = 7.540

0210 Identifying compound words.

Given lists of words appropriate for his reading level, the learner shall be able to identify the compound words by selecting the component parts.

Directions: Choose the two words that make up the compound word at the top.

1. bathtub

   A) ba - thtub
   B) bat - htub
   C) bath - tub
   D) batht - ub

2. raincoat

   A) rai - ncoat
   B) rain - coat
   C) rainc - oat
   D) rainco - at

3. necktie

   A) n - ecktie
   B) ne - cktie
   C) nec - ktie
   D) neck - tie

d = 7.575

0220 Recognizing the sounds of initial, middle, and final consonants.

The learner will recognize the sounds of initial, middle and final consonants as they appear in a word by identifying the word that matches the word the teacher pronounces.

Directions: Pick the ending sound of the words I say.

1. MITTEN
   - A) lizard
   - B) fever
   - C) doctor
   - D) hammer
   - E) kitten

2. WIZARD
   - A) lizard
   - B) fever
   - C) doctor
   - D) hammer
   - E) kitten

3. CARTOON
   - A) balloon
   - B) garden
   - C) puzzle
   - D) seven
   - E) wagon

4. KETTLE
   - A) balloon
   - B) garden
   - C) puzzle
   - D) seven
   - E) wagon

5. ACTOR
   - A) lizard
   - B) fever
   - C) doctor
   - D) hammer
   - E) kitten

6. HEAVEN
   - A) balloon
   - B) garden
   - C) puzzle
   - D) seven
   - E) wagon

d = 7.640

0230 Determining the number of syllables in a word.

Given one, two and three-syllable words that are already a part of the learner's reading vocabulary, the learner can determine the number of vowel sounds contained in the word.

Directions: Choose the answer that names the number of syllables in the boxed word.

1. BECAUSE

A) 1
B) 2
C) 3

2. TELEPHONE

A) 1
B) 2
C) 3

3. HALLOWEEN

A) 1
B) 2
C) 3

4. WITCHES

A) 1
B) 2
C) 3

5. PLAYGROUND

A) 1
B) 2
C) 3

6. ANIMAL

A) 1
B) 2
C) 3

7. PINCH

A) 1
B) 2
C) 3

8. SCRATCH

A) 1
B) 2
C) 3

d = 7.705

0240 Differentiating between real and make-believe.

Given an appropriate story selection, the learner will demonstrate his ability to differentiate between a real and a make-believe theme by identifying it as real or make-believe.

Directions: Determine whether the story could be real or is make-believe.

1. Timmy ran down the garden path in the rain. He came to a toadstool. He was just about to pull it up when a little voice called crossly, "Don't do that! How will I keep dry?"

Timmy bent over and looked, and there, peeping out of the rain, was a little elf with a long beard and turned-up shoes. "Pardon me," said Timmy and he left the little elf under his toadstool umbrella.

A) Real story.
B) Make-believe story.

2. Jud's dad said, "We are going to a farm. Get in the car, Jud." Jud jumped in the car. When they got to the farm, they met Mr. Hill. Mr. Hill walked around the farm with them. Jud looked at a garden. "What is that?" he said. "That is where I planted carrots," said Mr. Hill. Soon they went into the hen house. "Hens lay eggs, Jud I put them in that box," said Mr. Hill. "Seeing the eggs makes me hungry," said Jud. "Then we will go to the house for lunch." said Mr. Hill.

A) Real story.
B) Make-believe story.

3. The rabbit got into the magic car. Up and away he went for a ride. Up, up, up very fast. Down, down, down very fast. Up and down, up and down. Then the ride was over. The rabbit ran into Mr. Fig's house. "Was it a good ride?" asked Mr. Fig. "It was not!" said the rabbit. "It was a very up and down ride!" "Very up and down," said Mr. Fig. "And very funny to see!"

   A) Real story.
   B) Make-believe story.

4. Don and Jill Smith are brother and sister. They are going to the city park. They will take the ten o'clock bus that their father drives. At the park, Don and Jill will ride on the merry-go-round. They will also ride on the ponies. Today, they will buy their lunch and eat it on little red tables. Then they will buy balloons and ice cream. At four o'clock father will drive them home on the bus.

   A) Real story.
   B) Make-believe story.

d = 7.735

0250 Using context to determine the meaning of a word.

Given a sentence in which there appears a boldface word in strong context, the learner can select the best definition for the word in bold letters, using only the context as reference.

Directions: Choose the word that has the best meaning for the boldface word(s) in the sentence.

1. A **fly** was sitting on the glass.

   A) an insect
   B) to move through the air
   C) a baseball hit high in the air

2. Will you **pick** the gold ring or the silver ring?

   A) choose
   B) a mining tool
   C) start

3. I **can** reach that box of apples.

   A) to prepare and seal to keep from spoiling
   B) tin can
   C) am able to

4. I **have to** earn more money before I can buy a bicycle.

   A) own
   B) take
   C) must

5. Mother served **punch** and cookies at the party.

   A) to hit with one's fist
   B) a kind of drink
   C) a tool for making holes

6. Sally and her sister tried to **jam** all the toys into the box.

   A) something to eat
   B) to push hard into a space
   C) a kind of music

7. The glue made the paper **stick** to the board.

   A) to fasten
   B) to punch with something pointed
   C) a branch of a tree or bush

d = 7.755

0260 Using homonyms.

Given homonyms and incomplete sentences, the learner will select the correct homonym to complete the sentence.

Directions: Select the correct word to complete the sentence.

1. The wind ___________ my hat away.

   A) blue
   B) blew

2. Mary went to the store ___________ bread.

   A) four
   B) for

3. Jack ___________ seven cookies.

   A) ate
   B) eight

4. They ___________ the ball over the fence.

   A) through
   B) threw

5. Did you ___________ my new record?

   A) hear
   B) here

6. Everyone ___________ it was a good show.

   A) new
   B) knew

7. The boys put ___________ books on the top shelf.

   A) their
   B) there

8. Henry was the ___________ actor to come on stage.

   A) forth
   B) fourth

d = 7.775

0270 Determining root words to which ing, ed, s, and es have been added.

Given words derived by adding ing, ed, s, es to the root (or base) word, the learner can identify that part of each word which is the root word. No words ending in silent e will be included.

Directions: Choose the root word to which endings like ing, ed, s, or es have been added.

1. mixed
   - A) mi
   - B) mix
   - C) mixe
   - D) mixed

2. witches
   - A) wit
   - B) witc
   - C) witch
   - D) witche

3. planted
   - A) pla
   - B) plan
   - C) plant
   - D) plante

4. stepped
   - A) ste
   - B) step
   - C) stepp
   - D) steppe

5. tagging
   - A) ta
   - B) tag
   - C) tagg
   - D) taggin

6. gardens
   - A) gar
   - B) gard
   - C) garde
   - D) garden

7. desks
   - A) de
   - B) des
   - C) desk
   - D) desks

d = 7.790

0280 Recognizing emotion in character and recalling facts.

1. Given short reading selections, the learner will demonstrate his ability to infer the emotions of characters in a story by choosing the correct emotion from a list of three.

2. Given a one or two paragraph story at the learner's reading level, followed by a question asking for facts relevant to each story and three possible answers, the learner can select the correct answer to the question.

Directions: Choose the answer that best tells the feeling of the paragraph.

1. When George got to his rabbit's cage he began to smile. He found what he had been waiting for. There were five new baby bunnies. George probably felt ____________ .

A) happy
B) friendly
C) foolish

Directions: Choose the best answer to the question about the story.

2. Sally decided to plant a vegetable garden in her backyard. She picked a sunny spot and began to dig up the soil. She planted corn, beans, and tomato seeds.

After she planted the seeds, Sally watered her garden very carefully because seeds need water in order to grow. She took good care of her plants, and her family had lots of vegetables to eat.

Why did Sally water her garden?

A) to stop weeds from growing
B) to help the seeds grow
C) to keep rabbits away

3. Each ant has its own job to do. Some go out to find food and take it back to the ant hill. Some keep the rooms in the ant hill clean. And others protect the eggs in the next until they hatch.

The queen ant is the biggest ant in the ant hill. Her job is to lay the eggs that will hatch into new ants. The queen stays in her room all the time and lays eggs. Other ants bring her food to keep her strong.

What is the job of the queen ant?

A) to rule over all the ants
B) to lay eggs
C) to fight with other queen ants

4. Janet went out to play. Grandmother stayed in the kitchen to bake a cake.

Janet met Ellen and Johnny outside. They were walking on funny-looking flat shoes.

"We call our shoes snowshoes," said Ellen. "Would you like to try them on?"

Janet put the snowshoes on. She could not walk very well in them. But it was fun to try!

What kind of shoes did the children have on?

A) skis
B) snowskates
C) snowshoes

5. Some people walk in their sleep. They get out of bed and walk around the house. Then they go back to bed. People who walk in their sleep are called sleepwalkers.

Sleepwalkers do funny things. One woman got out of bed and began to cook food. She made a fine meal while still asleep.

Some sleepwalkers even walk out of their homes. One little boy walked out of his house. He walked until he came to a river. Into the water he jumped.

What did one woman sleepwalker do?

A) ate a fine meal
B) cleaned up her kitchen
C) cooked a fine meal

6. Long ago a white elephant was taken to the king. Only a king could have a white elephant. The animal had to have the best of everything.

People wanted to get a look at the animal. On its way to the king people had their chance. "A white elephant is coming," they would yell. Out into the street they came.

To whom was the elephant being taken?

A) to a king
B) to the people in a faraway land
C) to a circus

7. Crows like to take things. One crow got into a house. He saw a pretty ring on the table. The crow flew out the window with the ring.

Crows play other tricks. They have been known to take clothes pins off the line. The clothes fall down on the ground. Mother does not think this trick is funny. "Just look at my clean clothes!" she says.

What did the crow do with the ring?

A) flew out the window
B) dropped it on the ground
C) took it to his nest

d = 7.835

0290 Classifying items by category names.

Given category names and groups of items, the learner can match the category name with the correct group.

Directions: Choose the answer that names items that best fit in the category named in the box.

1. THINGS TO WRITE WITH
   - A) paper, chalk, scissors
   - B) paste, ink, knife
   - C) pencils, crayons, pens

2. THINGS TO SLEEP IN
   - A) skates, chair, bobsled
   - B) bed, cot, hammock
   - C) train, boat, bicycle

3. THINGS MADE OF CLOTH
   - A) jackets, pants, coats
   - B) suitcases, boots, newspapers
   - C) hammer, saw, erasers

4. THINGS TO EAT
   - A) apple, pear, meat
   - B) knife, fork, spoon
   - C) box, crackers, cereal

5. GAMES
   - A) puzzles, pictures, pencils
   - B) crayons, paints, ink
   - C) tag, football, tic-tac-toe

6. HAS FOUR FEET
   - A) boy, girl, man, woman
   - B) cat, mouse, elephant, fish
   - C) dog, giraffe, horse, pig

7. TOOLS FOR REPAIRING
   - A) telephones, typewriters, television
   - B) screwdriver, hammer, saws
   - C) dishwasher, washing machine, refrigerator

8. THINGS WITH WHEELS
   - A) trains, cars, submarines
   - B) wagons, carriages, boats
   - C) airplanes, lawnmowers, tractors

d = 7.845

0300 Recognizing word meaning from context.

Given incomplete sentences and a choice of words, the learner will use the context of the sentence to identify the correct word for completing the sentence.

Directions: Select the word to complete each sentence.

1. Eskimo dogs are very strong. Six of them working together can pull a sled that ___________ as much as an automobile.

   A) talks
   B) sleeps
   C) weighs

2. Mother bear lived in the ___________ .

   A) forward
   B) followed
   C) forest

3. The greyhound travels by leaps and bounds. His long ___________ carry him twenty feet.

   A) ears
   B) jumps
   C) nose

4. A dandelion grows almost everywhere. This plant that blossoms with yellow flowers needs no one to take ___________ of it.

   A) care
   B) sound
   C) wish

5. Birds build their nests before any eggs are laid. Some of the nests they make are both strong and beautiful. Such nests make us wonder how such fine ___________ could be done without any tools or hands.

   A) noses
   B) work
   C) games

6. The next day a big ___________ of men arrived at the farm.

   A) straw
   B) crew
   C) crawl

7. Ants tap the soil in front of them as they walk. If the feelers touch a seed the ants pick it up. The feelers help the ant find its ___________ .

   A) coat
   B) legs
   C) food

8. Farmer Burns knew he needed some extra help if he wanted to get the ___________ work on Robin Hill Farm finished before winter.

   A) spoil
   B) autumn
   C) loyal

d = 8.105

0310 Using vowel digraphs.

Given a word containing a vowel the learner will demonstrate a knowledge of vowel digraphs by choosing a digraph that would make a real word if substituted for the vowel in the word.

Directions: Choose the vowels which, when used to replace the bold italic vowels in the boxed word, make a new word to fit the sentence.

1. The ____________ of the chair was very hard to sit on.

s***e***t

A) ai
B) ea
C) oa
D) oe

2. I learned to ____________ before I learned to swim.

fl***a***t

A) ee
B) ai
C) ea
D) oa

3. His ____________ were sore from walking a long way.

f***a***t

A) ia
B) ee
C) oe
D) ai

4. It was hard to climb the ____________ mountain.

st***e***p

A) ee
B) oa
C) ai
D) ie

0310 (continued)

5. I had a ____________ sandwich for lunch today.

ch*o*se

A) ee
B) oa
C) ai
D) ie

6. The dog was tied to the fence with a ____________.

ch*i*n

A) ee
B) ai
C) ea
D) oa

7. The brown hen ____________ an egg every morning.

l*a*d

A) ee
B) ai
C) oa
D) ea

8. We went by ____________ to the campsite.

b*e*t

A) oa
B) ai
C) ee
D) ea

d = 8.115

0320 Using long vowel sounds.

The learner will demonstrate a knowledge of long vowel substitution by choosing from a group of three vowels the one that will make another real word when substituted for the vowel in the given word.

Directions: Make a new word by changing the bold italic vowel, with one of the vowels listed.

1. r***i***pe

A) e
B) u
C) o

2. b***i***ke

A) o
B) u
C) a

3. r***i***de

A) o
B) a
C) e

4. p***i***ne

A) u
B) e
C) a

5. wh***i***le

A) u
B) e
C) a

6. c***o***ne

A) u
B) i
C) a

7. m***i***ne

A) u
B) e
C) a

0330 Determining words which have opposite meanings.

Given a word the learner will select a word that means the opposite.

Directions: Choose the word that means the opposite of the boxed word.

1. DAUGHTER
   - A) weak
   - B) son
   - C) low
   - D) many
   - E) dull

2. TRUE
   - A) false
   - B) appeared
   - C) left
   - D) ugly
   - E) cooked

3. STRONG
   - A) weak
   - B) son
   - C) low
   - D) many
   - E) dull

4. VANISHED
   - A) false
   - B) appeared
   - C) left
   - D) ugly
   - E) cooked

5. BRIGHT
   - A) weak
   - B) son
   - C) red
   - D) many
   - E) dull

6. RAW
   - A) false
   - B) many
   - C) appeared
   - D) left
   - E) cooked

d = 8.175

0340 Discriminating between statements and questions.

Given word groups, some of which are questions and some of which are statements, the learner can select a period after those word groups that are "telling sentences" and a question mark after those word groups that ask questions.

Directions: Choose the answer that will show whether the sentence is a telling sentence or asks a question.

1. What is making that screeching sound

A) .
B) ?

2. The field mice like to eat corn

A) .
B) ?

3. Have you ever seen a purple cow

A) .
B) ?

4. Can you catch the football

A) .
B) ?

5. Are you sure you can go

A) .
B) ?

6. Snakes sleep during the winter

A) .
B) ?

7. I laughed because my shoes squeaked when I walked

A) .
B) ?

8. Barbara trained her dog to eat oatmeal

A) .
B) ?

d = 8.220

0350 Using contractions.

Given sentences containing pairs of boldface words that form contractions, the learner will select the proper contraction for the words.

Directions: Select the contraction for the bold words in the following sentences.

1. Mary **will not** be going to the picnic.

   A) wo'nt
   B) willnot
   C) won't

2. I **do not** know how it got out of our yard.

   A) do'nt
   B) donot
   C) don't

3. **We will** go to the islands for our summer vacation.

   A) we'll
   B) wel'l
   C) wewill

4. **You are** going to be given a bicycle for your birthday.

   A) youare
   B) yo'ure
   C) you're

5. Henry **does not** like to be alone.

   A) doesn't
   B) doesnot
   C) does'nt

6. My brother **was not** at home.

   A) was'nt
   B) wasnot
   C) wasn't

7. One day the lamb **could not** find us.

   A) couldnot
   B) could'nt
   C) couldn't

8. You **must not** go to the park today.

   A) mustnot
   B) must'nt
   C) mustn't

d = 8.240

0360 Using suffixes.

Given suffixes and incomplete sentences, the learner will select the root word with its suffix that makes sense in the sentence.

Directions: Select the word that completes the sentence correctly.

1. "This is a marvelous place for a vacation," said Ted, "it is so calm and ____________."

A) peaceable
B) peaceful

2. Which of the girls in the class can stand on one foot the ____________?

A) longer
B) longest

3. "Betty is so much fun and really enjoys everything. She is the most ____________ person I know," said Max.

A) cheerless
B) cheerful

4. Betty cut the flowers blooming in the yard and put them in a vase to add ____________ in the house.

A) lovable
B) loveliness

5. "You must learn to keep your room neat," said Mother, "If you don't, I can't keep an ____________ house."

A) ordering
B) orderly

6. Jake is brave and ____________.

A) fearful
B) fearless

7. Everyone is proud when he does good work, but no one likes a person who is ____________.

A) boasted
B) boastful

d = 8.455

0370 Using apostrophes in contractions.

Given a list of contractions, the learner will be able to insert the apostrophe correctly to show where letters have been left out.

Directions: Choose the answer that is the correct contraction for the boxed words.

1. they will

   A) they'll
   B) th'eyll
   C) theyl'l

2. they have

   A) they've
   B) theyv'e
   C) the'yve

3. she is

   A) sh'es
   B) shes'
   C) she's

4. can not

   A) cann't
   B) cant'
   C) can't

5. it is

   A) its'
   B) it's
   C) i'ts

6. I have

   A) Ive'
   B) I've
   C) Iv'e

d = 8.480

0380 Substituting short vowel words.

The learner will demonstrate a knowledge of short vowel substitution by choosing from a group of four vowels the ones that will make another real word when substituted for the short vowel in the given word.

Directions: Choose the vowel that makes a new word from the word in the box and that fits the sentence correctly.

1. Jack is in the cab. His cat sat on his ____________.

lip

A) o
B) a
C) e
D) u

2. Sand bags can act as a ____________.

dim

A) o
B) e
C) a
D) u

3. The mother bear takes good care of her ____________.

cab

A) i
B) e
C) o
D) u

4. Ned fell off the bed and got a bump on his ____________ hand.

lift

A) o
B) e
C) a
D) u

0380 (Continued)

5. Ann ____________ her turtle would win the race.

but

A) e
B) i
C) o
D) u

6. The ____________ will become a flower.

bed

A) a
B) i
C) o
D) u

7. Jack's dog can ____________ for his food.

big

A) a
B) o
C) e
D) u

8. Sam has a ____________ on his back and an ax in his hand.

pick

A) u
B) a
C) o
D) e

d = 8.490

0390 Using appropriate forms of "be" in sentences.

Given sentences, each of which has two forms of the verb "be" in parentheses, the learner will select the form that agrees in number with the subject.

Directions: Select the answer that is the correct verb form for the sentence.

1. ____________ they in the play?

A) Was
B) Were

2. He and I ____________ going to the park.

A) is
B) are

3. If the dishes in the sink ____________ clean, we could use them.

A) was
B) were

4. The names of the twins ____________ Betty and Barbara.

A) is
B) are

5. Our neighbors ____________ Sam and Sue before Betty, Barbara, and Johnny moved in.

A) was
B) were

6. One of the books ____________ missing.

A) is
B) are

d = 9.095

0400 Recognizing main idea for titling.

Given a reading selection, the learner will select from choices given, the title that best conveys the main idea of the selection.

Directions: Read the paragraph. Select the best title for the paragraph.

1. The okapi lives in Africa. This strange animal with its striped legs looks a little like a zebra. It also looks somewhat like a giraffe, which is its closest relative. The okapi's legs and neck are much shorter than the giraffe's. Its tongue, however, is very long.

   A) How tall the okapi is
   B) What the okapi looks like
   C) How long the okapi's tongue is

2. The word caterpillar comes from two words–catta and pilosa. Catta means cat. Pilosa means hairy. Perhaps the caterpillar looks a little like the trunk or body of a cat. Surely the caterpillar is a hairy little animal.

   A) What the word caterpillar means
   B) Why caterpillars like cats
   C) Caterpillars have hair

3. To keep the herd of cattle quiet and together, some cowboys had to ride at night. Even the cowboys who were sleeping had their horses saddled in case of trouble. If the cattle got restless, the cowboys would sing or hum. This helped to quiet the steers.

   A) How cowboys kept cattle quiet and together
   B) Why cattle like music
   C) How some cowboys slept at night

4. Long ago, people thought that a sneeze cleared the mind. Four hundred years ago people wanted to sneeze. It became the thing to do. The more a person sneezed, the more important he was thought to be. People even bought snuff to help them sneeze.

   A) What people once thought about sneezing
   B) How sneezing helps us
   C) Why snuff is important

0400 (Continued)

5. Dogs can find their way back to their homes very easily. No one is sure why this is so. Some people say that dogs remember certain landmarks. Other people say that dogs use their good sense of smell much more than their eyes.

   A) Dogs are bright
   B) How dogs find their way home
   C) Why dogs get lost

6. Plant roots and root hairs get water for the plant. They also do another important thing. They hold plants firmly in the ground. That's not all roots do for the plants. They often serve as storehouses for the food that a plant makes.

   A) Why plants need soil
   B) What roots do for plants
   C) How roots store food

7. While a lion's roar might be frightening, his forelegs are what are dangerous. His large forelegs measure over a foot round. The lion's large paws have sharp claws. With just one blow of his powerful leg he can break the neck of a small animal.

   A) What a lion's life is like
   B) Why lions have sharp claws
   C) What lions' forelegs are like

8. Ghost crabs are the color of the white sandy beaches where they live. They like to walk the beaches when it is dark. Ghost crabs move quickly and stop suddenly. You can see them for a second. Then they seem to disappear. Their color blends with the color of the sand.

   A) How to find ghost crabs
   B) What ghost crabs are like
   C) Where ghost crabs live

d = 9.125

0410 Determining root words to which ing, ed, s, and es have been added (may end in silent e).

Given words derived by adding ing, ed, s, es to the root word, the learner can identify that part of each word that is the root word. Words that end and do not end in silent e will be included.

Directions: Choose the answer that is the root word for the boxed word.

1. foams
   - A) foam
   - B) s
   - C) foa

2. likes
   - A) lik
   - B) like
   - C) es

3. driving
   - A) ing
   - B) drive
   - C) driv

4. jumps
   - A) s
   - B) jump
   - C) jum

5. kisses
   - A) es
   - B) kiss
   - C) kisse

6. buzzes
   - A) es
   - B) buzz
   - C) buzze

7. dreamed
   - A) dream
   - B) ed
   - C) dreame

8. coming
   - A) come
   - B) ing
   - C) com

d = 9.295

0420 Identifying synonyms and antonyms.

Given sentences, each with a boldface word or phrase, and each followed by a pair of words, one of which is an antonym for the boldface word, one of which is not, the learner can choose the word which is the antonym for the boldface part as directed.

Directions: Choose the word that is *opposite* in meaning to the boldface word or words in the sentence.

1. The lemonade was too **sweet**.

   A) cold
   B) lemony
   C) sour

2. It was **hot** outside.

   A) cool
   B) cold
   C) warm

3. She came to school **early**.

   A) after
   B) late
   C) before

4. The librarian read us a **happy** story.

   A) funny
   B) frightening
   C) sad

5. How **far** is the park from your house?

   A) long
   B) near
   C) short

d = 9.525

0430 Distinguishing between fact and opinion.

The learner will categorize a statement as being a fact or opinion.

Directions: Read each statement and decide if it is a fact or an opinion.

1. The University of Texas is located in Austin.

A) Fact
B) Opinion

2. Basketball is the most exciting game to watch.

A) Fact
B) Opinion

3. These blue walls are too dark for this room.

A) Fact
B) Opinion

4. Green is the best color for a car.

A) Fact
B) Opinion

5. Venus is the second planet from the sun.

A) Fact
B) Opinion

6. The first Olympic Games were held in 776 B.C.

A) Fact
B) Opinion

7. Mount Mansfield is the highest peak in the Green Mountains.

A) Fact
B) Opinion

d = 9.565

0440 Using prefixes.

Given prefixes and incomplete sentences, the learner will select the proper root word with its prefix that makes sense in the sentence.

Directions: Select the word that completes the sentence correctly.

1. The weather ____________ shows that we will have a good day for our picnic.

   A) recast
   B) forecast

2. Sam was not given as much ____________ as he had hoped for when he bought his new bicycle.

   A) discount
   B) miscount

3. If possible, every kind act should be ____________ with another one.

   A) unpaid
   B) repaid

4. There were eleven of them, so when they played a game that used two five-men teams, one person was left ____________.

   A) mischosen
   B) unchosen

5. The horse's ____________ had to be cut to keep it out of his eyes.

   A) relock
   B) forelock

6. A ____________ person is one who has been forced to leave his home country.

   A) replaced
   B) displaced

7. The shoes felt so tight that I knew they were ____________.

   A) misfits
   B) refits

d = 9.615

0450 Using capitals: Identifying letters that should be capitalized.

Given sentences in which all capitals are missing, the learner can identify the letters that should be capitalized. The sentences will include the need for capitals for:

1) the first word in a sentence
2) names of people and places
3) abbreviations for Mr., Mrs., Ms., and Dr.
4) I
5) names of months and days of the week
6) titles of books and stories
7) the greeting of a letter
8) the first word of the closing of a letter

Directions: Choose the answer that names the words in the sentences that need capitals.

1. mother and i went to visit mr. smith last night.

A) mother, i
B) mother, i, mr., smith
C) mother, mr.

2. we took our dog, spotty, to dr. smith.

A) we
B) we, spotty, dr.
C) we, spotty, dr., smith

3. we are going to the show on tuesday with mr. jones.

A) we, tuesday, mr.
B) we, show
C) we, tuesday, mr., jones

4. dear jane,
i'll wait for you.
love,
mary

A) jane, i'll, mary
B) dear, jane, i'll, love, mary
C) dear, i'll, love

5. grandmother took us to the zoo when we visited her in illinois.

A) grandmother, zoo
B) grandmother, zoo, illinois
C) grandmother, illinois

6. the book the teacher read to us was charlotte's web.

A) the, charlotte's, teacher
B) the, charlotte's, web
C) the book, charlotte's, web

7. dear patty,
i can come.
your friend,
jane

A) dear, patty, i, your, jane
B) dear, i, your, friend
C) patty, i, jane

8. i read that book, jack and the beanstalk.

A) i, jack, beanstalk
B) i, jack
C) i, jack and the beanstalk

d = 9.700

0460 Recognizing items that either belong, or that do not belong, in categories.

Given groups of items, the learner will determine the item that best fits in the category, or items that do *not* belong in each group.

Directions: Choose the answer that names items that best fit in the category named in the box.

1. has glass parts

A) telephone, typewriter, television
B) window, mirror, microscope
C) car, train, pencil

Directions: Choose the answer that has an item that *does not* belong in the group.

2. animals

A) deer, foxes, wolves
B) horses, cows, tractors
C) fishes, birds, dogs

3. things to drink

A) lemonade, soda, water
B) coffee, tea, cake
C) juice, milk, cider

4. objects of wood

A) fence, nail, chest
B) door, table, chair
C) tree, pencil, ruler

5. objects of metal

A) rings, nails, coins
B) pliers, wrench, pins
C) newspaper, tin can, car

6. things with wheels

A) skates, bicycle, skis
B) car, train, truck
C) motorcycle, wheelbarrow, tractor

7. tools

A) drill, scissors, can opener
B) wrenches, apron, chisel
C) hammer, saw, screwdriver

8. birds

A) robin, sparrow, bluejay
B) doves, eagles, squirrels
C) ducks, geese, chickens

d = 9.739

0470 Identifying action and linking verbs.

Given sentences, the learner will identify the designated verbs as action or linking verbs.

Directions: Identify the boldface word as *action* or *linking* verb.

1. George **plays** football.

   A) action
   B) linking

2. I am **writing**.

   A) action
   B) linking

3. That man **is** my uncle.

   A) action
   B) linking

4. Jack **broke** the hall light.

   A) action
   B) linking

5. The first prize **was** a trip to Washington.

   A) action
   B) linking

6. Richard **seemed** pale after he was rescued.

   A) action
   B) linking

d = 9.965

0480 Identifying parts of dictionary listings.

Given dictionary terms and parts of dictionary listings, the learner will match the parts with the terms. The dictionary terms will include entry word, pronunciation guide and definition.

Directions: Select the answer that is the correct term for the underlined part of the dictionary listing.

1. **^{1}cage** \\'kāj\\ *n* **1 :** an openwork box or enclosure for confining an animal (as a bird)

   A) entry word
   B) pronunciation guide
   C) definition

2. **ca·nal** \\kə-'nal\\ *n* **1 :** an artificial waterway for boats or for irrigation of land **2 :** a tubelike passage in the body

   A) entry word
   B) pronunciation guide
   C) definition

3. **frog·man** \\'frȯg-ˌman, 'fräg-\\ *n, pl* **frog·men** \\-ˌmen\\ **:** a swimmer equipped to stay under water for extended periods of time

   A) entry word
   B) pronunciation guide
   C) definition

4. **milk·weed** \\'milk-ˌwēd\\ *n* **:** any of a group of plants with milky juice and flowers in dense clusters

   A) entry word
   B) pronunciation guide
   C) definition

5. **^{1}shore** \\'shōr\\ *n* **:** the land along the edge of a body of water (as the sea)

   A) entry word
   B) pronunciation guide
   C) definition

d = 9.965

0490 Identifying main ideas in paragraph by selecting best statement.

Given a paragraph at the appropriate reading level, the learner will identify the main idea by selecting the best statement from four given.

Directions: Choose the correct summary statement.

1. Most of the people of Greenland earn their living by hunting or fishing. The fishing industry employs more than a third of Greenland's people, with cod the leading catch. Seal hunting has always been important to Greenlanders, although less now than before 1900. A few people raise sheep, but the climate is poor for farming. There is also some mining being done in Greenland.

A) Sheep are raised in Greenland.
B) Most of the people of Greenland earn their living by hunting or fishing.
C) There is some mining done in Greenland.
D) Greenland is the largest island in the world.

2. Our present-day Olympic games are a series of athletic contests. Some are between individuals; others are between teams. There are boxing, wrestling, and weight-lifting matches. Water events include not only swimming, but also rowing, canoeing, and sailing. Some contests are made up of several events. The decathlon (di-kath 'lan) consists of ten track and field events. Among the winter sports are speed and figure skating, and skiing. Some of the most popular team sports are basketball, field hockey, ice hockey, polo, water polo, and bobsledding.

A) Water events are fun.
B) Olympic games include skating and skiing.
C) Basketball is a popular Olympic team sport.
D) The Olympic games involve individual and group water, winter, and team events, and contests.

3. Millions of years ago, there was a dinosaur called the Brachiosaurus. The largest four-footed animal that ever lived, it grew to about 70 feet long, and weighed over 50 tons. Despite its size, the Brachiosaurus had fragile teeth and ate only tender plants. It spent much of its time in swamps, where the water helped to support its great weight.

A) There were many dinosaurs living millions of years ago.
B) The Brachiosaurus, a plant eating dinosaur, was the largest four-footed animal in existence.
C) The Brachiosaurus loved to eat plants.
D) The Brachiosaurus spent much time in swamps.

0490 (Continued)

4. A person sneezes because of a reflex in his lung muscles. The brain gets a message from a spot in the nose which is bothered by dust or some other irritation. The lungs quickly answer this call, working like an air pump to force out a large blast of air. Such things as pepper can cause the lungs to act this way. Some people have reactions, such as "hay fever," to the pollen from grass or trees, which makes their lungs do the same thing as they would if pepper were inside the nose. When a person has a cold, his nose often has an irritation that sends similar signals to his brain and lungs, making him react with a sneeze.

A) Many people suffer from hay fever.
B) A sneeze is a reflex of the lung muscles, set off by a nose irritation.
C) Pepper makes people sneeze.
D) The brain gets signals from the nose.

5. In the future, perhaps small helicopters can be made that will handle as easily as a car. Families can go to some far-off lake for a vacation without worrying about roads, traffic or airfields. Large passenger helicopters may be used more in the future. They need little landing space, so they can carry passengers right into the cities. These large helicopters might have four or five rotors.

A) Large passenger helicopters can go right into the city.
B) Small helicopters may be used more by farmers.
C) Helicopters and their uses may change in the future.
D) Helicopters may have many rotors.

6. Real pearls do not come from rocks as other jewels do. They can be found only inside the shells of certain kinds of oysters or other similar shellfish. Shellfish have soft tender bodies inside rough shells. They coat the inside of their shells with a milky white liquid that hardens into a glossy, smooth surface. This protects their soft bodies from the rough shells, and is called mother-of-pearl. Sometimes a grain of sand or a tiny sea creature gets inside the shell. If this happens, the body of the shellfish protects itself by covering the unwelcome newcomer with a layer of mother-of-pearl. Year after year, more layers are added until the sand is covered by a hard white ball that reflects light in a very beautiful way. This ball is called a natural pearl.

A) The coating inside a shellfish is called mother-of-pearl.
B) A pearl is formed when a shellfish protects itself from a small object by coating it with mother-of-pearl.
C) Most jewels come from rocks.
D) Sometimes sand and sea creatures get caught inside shells.

0490 (Continued)

7. The cattle raised in the early West grazed at will over the countryside. As a result, the practice of branding them was adopted. The Spanish ranchers in Mexico had branded their cattle for centuries. On the open range, cattle belonging to different people often mixed together. Some way was needed that would make it easy to tell who was the owner of each animal. This was especially necessary when the steers reached the big cattle markets, because cattle belonging to several different owners arrived in the same herd. If the cattle had not been branded, nobody would have known who should get the money for each steer. A special mark branded onto the cattle of each shipper was accepted as proof of his ownership.

   A) Spanish ranchers branded their cattle.
   B) Cattle belonging to different owners arrived at market in the same herd.
   C) Branding cattle made it easy to tell who was the owner of each animal.
   D) Cattle reached big markets.

8. On the tops of ants' heads are feelers, or antennae, which ants use for many purposes. The feelers have several sections, each of which picks up a different message. The end section picks up the smell of the ants' nest. The next section can help the ant find any other ant having the same mother as it has. One section may be used to guide the ant home by recognizing the smell of its trail. Some areas of the feelers are used to help the ant judge the height and width of things.

   A) Ants measure many things with their feelers.
   B) Feelers have different sections.
   C) Feelers are on the tops of ants' heads.
   D) Some ants have the same mother.

d = 10.165

0500 Recognizing compound words.

Given a list of words, some of which are compound words, the learner will identify the compound words.

Directions: Select the set of words in which both are compound words.

1. A) woodland, footpath
   B) microscope, telegraph
   C) disobey, roadblock

2. A) almighty, woodpecker
   B) realize, bookkeeping
   C) motorcycle, toothpick

3. A) antifreeze, tricycle
   B) tablecloth, bedspread
   C) circumnavigate, microphone

4. A) photograph, telephone
   B) fireplace, horseshoe
   C) postpone, prehistoric

5. A) clearly, rowboat
   B) cloudburst, newsreel
   C) semicircle, cowhide

6. A) micrometer, telecast
   B) teammate, teaspoon
   C) bedroom, defrost

7. A) teletypewriter, automatic
   B) short-lived, newcomer
   C) hydroelectric, submarine

d = 10.245

0510 Recognizing the definitions of words in context.

Given the definitions of words, the learner will select the correct definition as it applies to a given word in a sentence.

Directions: Given definitions of words, the learner will select the correct definition as it applies to a given word in a sentence.

1. Steve began tapping the desk with his fingers, and his **beat** was off.

A) defeat, get the better of
B) mix by stirring or striking with a fork, spoon or other utensil
C) in music, the division of time or accent

2. People **deposit** money in banks.

A) put down; lay down; leave lying
B) put in a place for safekeeping
C) pay as a pledge to do something or to pay more later

3. Please **bear** down harder on your pencil when you write.

A) carry, endure, keep up one's courage, bring forth, produce, press, drive
B) a large, clumsy animal with coarse hair and a very short tail
C) a gruff or uncouth person

4. Bad habits are easy to **contract** and hard to lose.

A) draw together; make or become narrow; make or become smaller; shrink
B) shorten (a word, etc.) by omitting some of the letters of sounds
C) get; form; enter upon; bring on oneself

5. In the air was a **faint** aroma of food.

A) a condition in which one lies as if dead and does not know what is going on around him
B) fall into a faint
C) weak; dim; not plain

6. Across from me sat a little boy with dark, curly hair and eyes of **jet**.

   A) a velvet-black mineral-like coal taking a good polish
   B) very dark black
   C) to spout forth, gush

7. The illness was a **tax** on his health.

   A) money that one must pay to help support a government
   B) a heavy burden or strain
   C) to find fault with

d = 10.360

0520 Recognizing complete verbs.

Given simple sentences, the learner will identify the complete verbs.

Directions: Select the verb from the four possible answers.

1. Mike slid to first base in a cloud of dust.

   A) first base
   B) cloud
   C) slid
   D) of dust

2. Ellen and Mary rushed home.

   A) Ellen
   B) rushed
   C) home
   D) and

3. He dived from the higher platform.

   A) dived
   B) platform
   C) from
   D) he

4. Your horse can jump over this stream.

   A) can jump
   B) over
   C) your horse
   D) can

5. Todd caught the ball on the rebound.

   A) rebound
   B) on the
   C) Todd
   D) caught

6. Alan has lost his baseball glove several times.

   A) has
   B) several times
   C) baseball
   D) has lost

7. The package may have fallen into the river on Sunday.

   A) into the river
   B) may have fallen
   C) have
   D) on Sunday

d = 10.440

0530 Identifying proper nouns.

Given a group of sentences, the learner can identify the sentences that contain proper nouns.

Directions: Select the sentence that contains proper nouns and needs capitalization.

1. A) We used to live on a road near the lake.
B) We live on a road near lake michigan now.
C) We live near the lake on the other side of that mountain.

2. A) Everyone is looking forward to his birthday this month.
B) We will go away on washington's birthday.
C) One of the children in his class had a birthday last week.

3. A) I was born in a city in the eastern states.
B) She said she was born in new york city some time ago.
C) We drove from this state to another one on our vacation.

4. A) We strolled along the unpaved main street of the town.
B) We looked in the stores along state street in chicago.
C) We went for a brisk walk in the beautiful countryside.

5. A) The sears tower is the tallest building in the city.
B) The building is nearly as tall as those on the main street of the town.
C) The school building will open its door early tomorrow.

6. A) The bowman school is just down the street.
B) Children attend school during the day time.
C) Sometimes adults go to school during the evening hours.

7. A) We will celebrate independence day next week.
B) I will have an exciting birthday party next week.
C) We took our smallest dog to the animal hospital yesterday.

8. A) Everyone was ready for a special holiday this month.
B) We went to my cousins' home for easter.
C) In the summer, we plan to go to the vacation spots in the western states.

d = 10.530

0540 Recognizing fact and opinion, at a more advanced level.

Given statements, the learner can differentiate fact from opinion.

Directions: Identify the following statements as fact or opinion.

1. A square has four sides.
   A) Fact
   B) Opinion

2. The American Revolution began in 1776.
   A) Fact
   B) Opinion

3. Roses smell nice.
   A) Fact
   B) Opinion

4. Chevies are better than Fords.
   A) Fact
   B) Opinion

5. Mary Alice is stuck up.
   A) Fact
   B) Opinion

6. A mile is less than two miles to walk.
   A) Fact
   B) Opinion

7. Kennedy was a good President.
   A) Fact
   B) Opinion

8. The draft is immoral.
   A) Fact
   B) Opinion

d = 10.565

0550 Using an index.

Given a section of an index, the learner will be able to identify the numbers of the pages on which information on a specific subject could be found.

Directions: Study each index. Match the pages that best describe the subject listed.

1. SUBJECT–The vortex of a tornado

A) 43 – 65
B) 64 – 65
C) 52
D) 18

Tornadoes, 43–65
"Tornado Playground,"
55, 64
Twister, 50
Typhoon, 18

United States Weather
Bureau, 20, 39, 64–65
Updraft, 22, 26, 52

Vacuum, 52
Vortex, 51

2. SUBJECT–The evolution of the earth

A) 18 – 19
B) 15 – 17
C) 11
D) 52

Corythosaurus	52
Dimetrodon	32
Dimorphodon	40
Dinosaurs	41-60
armored	56-60
duckbilled	52-53, 54
early	42-45
horned	58-60
Diplocaulus	30
Diplovertebron	27
Earth	
age of	10, 12, 18-19, 20
evolution of	10, 12-14, 18-19
geological time chart	18-19

0550 (Continued)

3. SUBJECT—Units of measure

   A) 309 – 311
   B) 69
   C) 196 – 197
   D) 335 – 336

Measurement
  metric system, 335–336
  units of measure, 69
Metric System, 335–336
Millions, 20, 208
Mixed Numerals
  addition and subtraction of, 309-311
  meaning of, 296-299
Multiples
  common, 196–197
  and factors, 198-199

4. SUBJECT—Water reptiles

   A) 39 – 41
   B) 36 – 38
   C) 29 – 36
   D) 39 – 41

Osteolepis	**23**
Parasaurolophus	**54**
Plesiosaur	**8, 37-38**
Podokesaurus	**43**
Protoceratops	**55**
Pteranodon	**40**
Pteraspis	**22**
Pterodactylus	**40**
Pterosaur	**39-41**
Reptiles	**29-61**
air	**39-41**
water	**36-38**
Rhamphorhynchus	**17, 40**
Rhinoceroses	**69, 71-72, 82, 83**

5. SUBJECT—Space stations

   A) 34 – 40
   B) 42 – 45
   C) 76 – 78
   D) 36 – 38

Rocket ships, 40–45
Rocket travel, 56–63, 76–78

Satellites, 8, 34–40
Shooting stars, 53
Simons, David C., 55
Skyhook balloons, 54–55
Space, 9–10
Space ships, 42–45, 50–51
Space ships to Mars, 76–78
Space ships to moon, 49, 56–63
Space stations, 46–50, 57–58, 76–78
Space suits, 61, 69–70
Space travel, 45, 56–63, 76–78
Sputnik satellites, 36–38
Stars, 4–5, 8, 65
Sun, 4–5, 8, 75

0550 (Continued)

6. SUBJECT–Cecropia moth

A) 26
B) 8
C) 44
D) 17

Cabbage butterfly, 8
Cecropia, 17, 22
Checkerspot, 27
Clark's day sphinx, 41
Clouded locust, 42
Cloudless sulphur, 4
Codling moth, 44
Comma, 26
Common hairstreak, 28
Common sooty-wing, 31
Common sulphur, 28, 51
Common wood nymph, 26
Cottonwood dagger moth,

7. SUBJECT–Rules for writing stories.

A) 134 – 135
B) 211 – 212
C) 95 – 96
D) 143

Stanza. *See* Poetry

Statements, 63, 66–68, 69, 72, 77, 78, 80–82, 84–85, 90–93, 121, 126–130, 140–141, 143–144, 168, 285, 294

Stories, beginning sentences of, 136–137, 138, 143; compared with reports, 134–135; endings of, 134–135; indenting first line of, 143; main purpose of, 134–135; planning, 143; quotations in, 138–141, 143, 144; rules for writing, 143; suggestions for, 41, 95–96, 132, 143, 175, 211–212, 264; surprises in, 134–135, 143; telling of, 144; titles for, 136–137, 138, 143, 144; writing original, 41, 95–96, 132, 143, 175, 211–212, 264

8. SUBJECT–Hunting on horseback

A) 120 – 1
B) 54 – 5
C) 68
D) 45

Home life, 18-44
Horses, 68, 120*-1*
Hunting, 45-76
  buffalo, 69*-71
  calls, 61
  deer, elk, antelope, 55-66*,
    56*, 59*
  marksmanship, 54-5
  on horses, 68

d = 10.615

0560 Demonstrating knowledge of literary terms: suspense, mood, conflict, setting, etc.

The learner will identify the correct definitions for the following literary terms: suspense, mood, conflict, setting, dialogue, fiction, narrator, contrast, fantasy, and biography.

Directions: Select the correct definition for each of the following literary terms.

1. Suspense is
   - A) a story which is not true.
   - B) the element in the story which keeps the reader wondering.
   - C) the conversation between characters.

2. Mood is
   - A) the time and place of the story.
   - B) the conversation between characters.
   - C) the feeling produced in the reader by the story.

3. Narrator is
   - A) the person who tells the story.
   - B) the feeling produced in the reader by the story.
   - C) the message of the story.

4. Setting is
   - A) the time and place of the story.
   - B) the element which keeps the reader wondering.
   - C) the person who tells the story.

5. Fiction is
   - A) an article which is true.
   - B) a story which is not true.
   - C) the time and place.

6. Conflict is
   - A) a struggle between two opposing forces.
   - B) the person who tells a story.
   - C) conversation between characters.

7. Dialogue is
   - A) a struggle between two opposing forces.
   - B) conversation between two or more characters.
   - C) a story which is not true.

8. Contrast is
   - A) the feeling produced in the reader.
   - B) the pattern of incidents in the story.
   - C) a striking difference between two things.

d = 10.755

0570 Demonstrating knowledge of capitalization.

Given sentences or paragraphs with no capitalization, the learner will recognize where capitals are needed.

1) strong interjections
2) first word in direct written quotations
3) brand names
4) names of newspapers
5) names of specific schools
6) names of buildings and organized groups
7) names of buildings and places

Directions: Identify where capital letters are needed in the given sentences.

1. dr. martin c. daniels rode a raft down the snake river.

   A) dr., martin, daniels, snake
   B) dr., martin c. daniels, snake river
   C) dr., martin, daniels, snake river

2. mary's picture appeared on the front page of the chicago tribune.

   A) chicago
   B) mary's tribune
   C) mary's, chicago tribune

3. george c. scott urged everyone to support the boy scouts.

   A) george, scott
   B) george c. scott, boy
   C) george c. scott, boy scouts

4. fern's gift shop specializes in hand-woven fabrics.

   A) fern's, gift
   B) fern's gift shop
   C) fern's, gift, hand-woven

5. i'll meet you at the democratic national headquarters at 9:00 on friday.

   A) i'll, democratic, friday
   B) i'll, democratic, national, friday
   C) i'll, democratic, national headquarters, friday

6. when the electrician installed my westinghouse refrigerator, he fell.

   A) when
   B) when, electrician
   C) when, westinghouse

7. john goes to the crescent school.

   A) john, crescent
   B) john
   C) john, crescent, school

8. yesterday mary said, "oh go to bed."

   A) yesterday, mary
   B) yesterday, mary, said
   C) yesterday, mary, oh

d = 10.760

0580 Determining correct comma use, with four different needs for commas.

Given sentences in which all commas are missing, the learner will identify the need for commas. The sentences will include the need for commas as follows:

1) to set off a noun in direct address
2) to separate three or more items in a series
3) to separate a direct quotation from the rest of the sentence
4) after an introductory "yes," "no," "well," or "oh"

Directions: Identify whether or not a comma is needed after the boldface word in each sentence.

1. Dick **answered** "the food is too hot."

A) comma
B) no comma

2. I bought bread **milk** eggs and cheese at the store.

A) comma
B) no comma

3. **No** I haven't seen any strange things happening.

A) comma
B) no comma

4. The children had cake ice cream and **punch** at the Christmas party.

A) comma
B) no comma

5. **Russian** and Spanish are both languages taught in high school.

A) comma
B) no comma

6. Hi **there** Tom.

A) comma
B) no comma

d = 10.855

0590 Using correct capitalization including first word in a sentence and proper nouns

Given sentences with all capitals missing, the learner can identify the corrections needed. Needed capitalization will include capitalization for proper nouns as well as the first word in a sentence.

Directions: Decide if all the bold italicized letters in the sentence should be capitalized.

1. ***w***e flew to ***s***outh ***a***merica on ***a***merican ***a***irlines last summer.

   A) yes
   B) no

2. ***m***y father knows ***j***udge ***b***lake and ***s***enator ***t***homas.

   A) yes
   B) no

3. ***i*** found the book, ***a***lice's ***a***dventures in ***w***onderland, by ***l***ewis ***c***arroll at the library.

   A) yes
   B) no

4. ***d***uring our ***c***hristmas vacation, we visited the ***l***incoln ***p***ark ***z***oo in ***c***hicago.

   A) yes
   B) no

5. ***j***ane and ***i*** thought ***c***all it ***c***ourage by ***a***rmstrong ***s***perry was a great book.

   A) yes
   B) no

6. ***t***he big stores are on ***m***ain ***s***treet in ***v***ernon hills, ***i***llinois.

   A) yes
   B) no

7. ***o***ur family and the ***j***ones family visited the ***w***hite house in ***w***ashington, ***d.c.***

   A) yes
   B) no

8. ***t***he characters in the book, ***w***ind ***i***n ***t***he ***w***illows by ***k***enneth ***g***rahame, were interesting to me.

   A) yes
   B) no

d = 10.940

0600 Identifying complete, incomplete, and run-on sentences.

Given groups of words, the learner will identify them as complete, incomplete, or run-on sentences.

Directions: Decide if the examples are complete sentences, incomplete sentences or run-on sentences.

1. Martin and his whole flock of sheep.

   A) complete
   B) incomplete
   C) run-on

2. Bill looking through the window.

   A) complete
   B) incomplete
   C) run-on

3. Don't go now, wait for me, we have plenty of time.

   A) complete
   B) incomplete
   C) run-on

4. The sky kept getting darker and darker soon snow began to fall.

   A) complete
   B) incomplete
   C) run-on

d = 10.995

0610 Recognizing main ideas rephrased.

Given a reading selection, the learner will select the statement that best tells the main idea.

Directions: Select the statement at the end of the paragraph that best tells the main idea.

1. Glacier National Park in northwestern Montana has numerous attractions for its many visitors. Those who enjoy scrambling over steep cliffs can climb high mountains and explore deep canyons. Hundreds of well-stocked lakes and streams delight and reward those who like to fish. The park abounds in interesting wildlife, but no hunting is allowed. There are miles of wilderness trails for hiking and horseback riding. From an automobile, breathtaking landscapes may be seen including the glaciers for which the park is named.

The main idea is:

A) A lot of fishing is done in Glacier National Park.
B) There are many attractions in Glacier National Park.
C) In Glacier National Park, there is plenty of wildlife.
D) Glacier National Park was named by an Indian Chief.

2. The smallest antelope in the world is West Africa's Royal Antelope. It stands only eight inches high at the shoulders. The antelope's tiny horns are less than one inch long and scarcely project above the hair. Its legs are as thin as one's little finger, and its hoofmarks are the size of a little fingernail. So small are the feet that they are made into plugs to press down tobacco in native pipes. Little wonder it is that the shy animal of the tropical forest is easily frightened. Despite its small size, at the first sign of danger it races away in bounds nine feet long.

The main idea is:

A) Why the Royal Antelope is so small
B) Why the Royal Antelope is easily frightened
C) What the legs and feet of the Royal Antelope look like
D) How small the Royal Antelope is

3. Japan is a country in the Pacific Ocean made up of four large islands and many smaller ones. Although all of these islands put together are only as large as the state of Montana, over one hundred million people are crowded onto them. Tokyo, capital city of Japan, with a population of about ten million people, is the largest city of the world. To the traveler, Tokyo seems to be a jumble of people, signs, and lights. Crowded buildings, narrow streets, and frequent traffic jams are common sights. Japan's cities are overcrowded because the mountains that cover Japan take up so much land. Because of these mountains, there is also very little land suitable for farming. The Japanese need to use every bit of their precious land carefully.

The main idea is:

A) Tokyo, Japan's capital, is the largest city in the world.
B) Japan is a small overcrowded country.
C) The Japanese have learned to use their land carefully.

4. Gold was one of the first known metals. It was a mark of wealth for many years. Even the cave man knew of the metal. Gold is the prize possession of many countries of the world. During the Second World War, many countries shipped their gold to neutral nations for safekeeping.

The main idea is:

A) The cave man used gold.
B) Gold is precious to all countries.
C) Gold was stored in neutral countries during the Second World War.

5. Theodore Roosevelt, the twenty-sixth president of the United States, was born in New York City on October 27, 1858. Part of his prosperous family was of Dutch ancestry. They gave a great deal of money and time to philanthropic endeavors. Teddy, as he was called, was almost born to be a politician. His father was active in politics and his mother's great grandfather was the first governor of Georgia when the colonies became independent.

The main idea is:

A) Roosevelt's family were of Dutch ancestry
B) Roosevelt's family background
C) Roosevelt, the politician
D) Theodore Roosevelt came from an early American family.

6. Some of the lakes in Glacier National Park lie in low wooded valleys. Others are in the mountains where the air is nearly always cold. Lake McDonald, the largest, is completely surrounded by mountains. One of the smallest, Swiftcurrent Lake, is famous for the clearness of its reflections of the neighboring mountain peaks. There are about two hundred-fifty lakes in this park. Although only half a mile long, Iceberg Lake is on such a high mountain that icebergs can be seen floating in this lake even on very warm summer days.

The main idea is:

A) Swiftcurrent Lake is the smallest lake in the park.
B) Glacier National Park contains a variety of natural scenic attractions.
C) All the lakes have icebergs.
D) The lakes of Glacier National Park differ in size and location.

7. Water in the deep parts of the oceans differs greatly from the surface water. Cold water sinks to the bottom in these places. This deep water is not moved by winds or tides. Sunlight does not reach the water in these deep places. There is not enough light for green plants. Without plants, there is little food for animals. There is not much life in the deepest ocean water. Places like these are called "deserts" of the oceans.

The main idea is:

A) Oceans are similar to land deserts.
B) There is not much life in the ocean depths.
C) The deep parts of the ocean are different from the surface.
D) The deep parts of the ocean are very cold.

d = 11.045

0620 Identifying simple subject and complete verb.

In a simple sentence, the learner will identify the simple subject and complete verb. The sentences will be at an appropriate reading level and include phrases and modifiers.

Directions: Indicate whether the boldface word in the following sentence is a simple subject, a verb, or neither.

1. The horseback rider **dashed** through town.

A) subject
B) verb
C) neither

2. The north **wind** howled across the prairie.

A) subject
B) verb
C) neither

3. The **officer** shot the wounded deer.

A) subject
B) verb
C) neither

4. The little boy dropped the **expensive** watch.

A) subject
B) verb
C) neither

5. The engineer **was** an expert.

A) subject
B) verb
C) neither

6. The strange **object** in the distance is a windmill.

A) subject
B) verb
C) neither

7. The jet plane flew over the **houses**.

A) subject
B) verb
C) neither

8. The **quick** brown fox jumped over the lazy dog.

A) subject
B) verb
C) neither

0630 Demonstrating knowledge of homonyms, synonyms, and antonyms.

The learner will choose the homonym, synonym or antonym for given words as directed, identify the definitions of these terms, and select the correct homonym to complete a sentence.

Directions: Select the correct homonym, synonym or antonym for the word in bold type.

1. Choose the correct antonym for **expensive**.

   A) little
   B) money
   C) cheap

2. Choose the correct antonym for **bright**.

   A) dull
   B) sunny
   C) evening

3. Choose the best antonym for **smooth**.

   A) satin
   B) soft
   C) rough

4. Choose the correct homonym for **peace**.

   A) war
   B) calm
   C) piece

5. Choose the correct antonym for **moist**.

   A) wet
   B) dry
   C) desert

6. Choose the correct homonym for **right**.

   A) write
   B) left
   C) wrong

7. Select the correct homonym for **new**.

   A) old
   B) knew
   C) unused

8. Choose the correct synonym for **break**.

   A) repair
   B) brake
   C) destroy

0640 Identifying the main character.

Given the short selection, the learner will identify the main character.

Directions: Select the answer that names the main character in the reading selection.

1. Of all the woodland goddesses of long ago Greece, the gayest and best liked was one named Echo. Echo was very fond of talking. Her voice sounded like water bubbling in a stream. No matter what she said, it held the listener in a magic spell, so that he forgot everything else.

One day, Juno, the queen of the gods, promised to go to a very important meeting of the gods and goddesses. On the way she met Echo, and, of course, Echo began talking. The sound of her voice was so bewitching that Juno forgot her promise. Suddenly she realized it was very late and the meeting would be over when she arrived.

Juno blamed Echo for keeping her. In fact, she was so angry that she put a spell on Echo that has lasted to this very day. "No longer will you bewitch people with your tongue," she cried. "From now on, you can never be the first to speak, and you will only be able to repeat what someone else has said to you."

Echo fell in love with a handsome young man, but could not tell him of her love. She could only repeat his last words every time he spoke and he thought she was making fun of him. He went away disgusted. Echo was unhappy and hid in the mountains. She became thinner and thinner until only her beautiful voice was left. Even today, Echo will answer if you shout in the mountains.

The main character is

A) the handsome young man
B) Juno
C) Echo

2. "No, John," Grandma Brown told her son. "I'm too old to leave my bed and stove. I like to live alone. You and Martha move to your new home while I'm away."

When Grandma returned, Martha met her at the station. She explained that John was still busy with the last job of moving.

As the car turned the last corner Grandma rubbed her eyes. There was her tiny one room white house. The rain barrel was at one corner of the front porch and her ruffled curtains covered the windows. Fresh snow was on the roof. It was her house all right, but it was perched on a platform that had wheels under it, and a tractor was hitched to the platform.

The front door opened and there stood John. "Come on in, Mother," he called. "Your bed and your stove and your little white house are going with you."

The main character is

A) Martha
B) Grandma Brown
C) John
D) the tiny one-room white house

3. The god Apollo at one time had as his best friend a handsome young man named Hyacinthus. For several years they wandered together about the countryside and competed with each other in sports. One day the two friends took part in a friendly contest throwing a discus, or metal saucerlike disk. When Apollo made a very fine throw, Hyacinthus dashed away to see how far the discus would go. The wind caught the spinning disk, and it struck Hyacinthus on the forehead. Apollo was horrified, for he knew that a blow from that heavy disk was almost sure to cause a deadly injury.

Apollo rushed to the aid of his friend and tried to stop the flow of blood but Hyacinthus was already dead. In great sorrow, Apollo knelt beside his friend and wept. "Oh, my dear Hyacinthus," he cried. "If only I could give my life for yours and die with you." But Apollo could do neither, for he was a god and therefore he was immortal and couldn't die.

As Apollo knelt there, a tiny plant suddenly thrust itself through the spot in the grass that was wet with the blood of Hyacinthus and with Apollo's tears. With surprising speed, it grew into a flower of amazing beauty and with a powerful, sweet smell. To the flower, Apollo said, "Lovely flower, you shall be named hyacinth, so that my dear friend's name shall be remembered as long as you bloom upon the earth."

The main character is

A) Apollo
B) Hyacinthus
C) the hyacinth flower

4. Long ago in Greece there lived a beautiful maiden named Arachne. She had such great skill in weaving, she became a celebrity. She bragged that her work was superior to Minerva's the goddess of war and wisdom.

Minerva was a great spinner also and was offended by Arachne's boasts. She decided to punish Arachne. She insited Arachne desist comparing her skill to Minerva's and ask forgiveness.

Arachne refused and challenged Minerva to a weaving match. Arachne's weaving was equally as good as Minerva's.

Minerva, in a fit of anger, destroyed Arachne's work. She punished Arachne by transforming her and saying, "You and all your children's children shall hang from threads and spin and weave all the time." Arachne's body shrank and her limbs became short, heavy legs.

The main character is

A) Arachne
B) Minerva
C) Arachne's children

d = 11.185

0650 Determining sentence meaning.

Given a sentence within a paragraph, the learner will select from alternatives given, the meaning of the sentence.

Directions: Choose the group of words which best expresses the main idea in the sentences below.

1. "He knew his pursuer was coming; he heard the padding sound of feet on the soft earth, and the night breeze brought him the perfume of the general's cigarette."

   A) The soft earth and night breeze were full of perfume.
   B) The general enjoyed the soft night breeze.
   C) The sound of footsteps and the smell of cigarettes indicated that someone was following him.
   D) The aroma of cigarettes sickened him.

2. "Greenland and Baffin Bay are the factories in which icebergs of the North Atlantic are made."

   A) Greenland is an industrial center.
   B) Icebergs are formed in Greenland and Baffin Bay.
   C) The North Atlantic is full of icebergs.
   D) Icebergs in the Atlantic rarely go to Greenland.

3. "The fact that his landlady appeared to be slightly off her rocker didn't worry Billy in the least."

   A) The landlady rocked slightly while Billy talked.
   B) The landlady's odd behavior did not worry Billy.
   C) Billy was very worried about his poor landlady.
   D) all of the above

4. "He sat alone in the darkness, gazing at the dying fire, and seeing faces in it."

   A) The fire burned vigorously.
   B) Faces gazed at the dying fire.
   C) He saw faces in the dying fire as he sat alone.
   D) The fire glowed in the dark room.

5. "A wall of flaming gasoline, extending hundreds of feet in length, turned the block into a fiery furnace."

   A) a gasoline truck
   B) burning gasoline
   C) city block
   D) brick wall
   E) quiet city block

6. "Some mutations in ecology occur over hundreds of thousands of years."

   A) Some changes in nature take place over a very long period of time.
   B) Mutations happen frequently.
   C) Changes in nature are very rapid.
   D) Nature remains basically the same.

7. "When I was your age, if a boy had an hour between the chores and mealtime, he spent it with profit reading the Bible."

   A) Reading the Bible was a chore.
   B) Boys read the Bible whenever they had a few free minutes.
   C) The Bible tells how to make a profit.
   D) The boy should read for pleasure.

8. "The major cause of the undesirable behavior of the student body at the noon hour is the recently shortened luncheon period."

   A) hiring of a new lunch-room attendant
   B) recent civil disorders
   C) shortened menus
   D) inadequate lunch period
   E) physical education period shortened

0660 Demonstrating knowledge of literary terms: setting, character, plot, conflict, dialogue, and theme.

The learner will identify the correct definitions for the following literary terms: setting, plot, conflict, dialogue and theme.

Directions: Select the correct term for the definition given.

1. The time, place and general environment in which a piece of fiction occurs.

A) mood
B) theme
C) setting

2. Conversation between two or more characters in a literary work.

A) dialogue
B) conflict
C) narrator

3. A struggle between opposing forces.

A) theme
B) plot
C) conflict

4. Pattern of incidents which make up a story.

A) conflict
B) plot
C) setting

d = 11.250

0670 Identifying appropriate pronoun forms.

From a given list of personal pronouns the learner will select the appropriate pronoun to replace the boldface noun in given sentences. The boldface nouns will be in subject and predicate positions. (No linking verbs will be used.)

Directions: Select the correct pronoun to replace the boldface word or words in the sentence.

1. **John** and **Jim** played basketball a long time.

   A) he
   B) him
   C) they

2. After the family searched for a long time, **Jenny** and Judy found the cat.

   A) they
   B) her
   C) she

3. **John** and his friends played a great game of baseball at the park yesterday.

   A) him
   B) he
   C) them

4. When Jim needed help, **Jerry** and John were good friends.

   A) he
   B) him
   C) they

d = 11.315

0680 Using correct punctuation: periods, question marks and commas.

Given sentences with all punctuation missing, the learner can identify needed periods, question marks and commas.

Directions: Select the answer that names the punctuation needed after the boldface word.

1. Dear **Mabel**

Thank you for your kind invitation I will be glad to come to your party

Your friend
Fran

A) no punctuation
B) period
C) comma
D) question mark

2. Don't stop **now**

A) no punctuation
B) period
C) comma
D) question mark

3. When does the mail **come**

A) no punctuation
B) period
C) comma
D) question mark

4. He lived at 221 Dandelion Lane New **Buffalo** Indiana

A) no punctuation
B) period
C) comma
D) question mark

5. The **colors** are red white and blue

A) no punctuation
B) period
C) comma
D) question mark

0690 Identifying summary sentences.

Given a paragraph and a set of summary sentences, the learner will select that sentence which is an accurate summary of a printed paragraph.

Directions: Choose the correct summary statement.

1. Henry Ford came up with a brilliant idea. The automobile business would be booming, he thought, if cars didn't cost so much. He would make a low-priced car that every American could afford to buy. How would he do this? He would cut out the frills and the little things that people didn't really care about anyway—a high style body, an expensive paint job, dressy trimming on the inside. The buyer, he was sure, just needed to get from one place to another, and for this the engine and the seat were all that mattered. As it turned out, Ford's principle of manufacturing worked. We see the mark of his success in the millions of Ford automobiles on the road today.

   A) A person can sell more things if they cost less.
   B) A person can sell more things if they cost more.
   C) Cars without frills are popular.

2. Most people in North America and Europe superstitiously believe that it is harmful to eat insects. Actually, most insects are harmless and nourishing; and people of many other cultures think that they taste good, too. Most insects are eaten somewhere in the world, and even insect eggs are eaten. Insects are an important source of food for many people of the world.

   A) Few insects and insect eggs may be eaten.
   B) Superstitions are silly.
   C) Most insects can be eaten by people.

3. Today scientists are placing radios on many different animals, from toads to grizzly bears. Scientists can learn more about the animal's home range, movements, and feeding habits by listening to signals transmitted from one of these radios. This way of tracking animals is far better than the old way. Before the age of radio, scientists caught wild animals, put tags on them, and then released the animals. The tag identified when and where an animal had been caught. Later the scientists attempted to recatch the animals and see how far they had traveled since they had been tagged. With radios, however, scientists do not need to catch the animals a second time to get information. They keep track of the animals' movements.

   A) Radios now help scientists to follow animals and understand animal behavior.
   B) Tracking animals with radios is kinder to the animals than tagging.
   C) Tagging and tracking are equally good methods of following animals.

4. Sawdust used to be a waste product. It was sometimes used to cover the floors of butcher shops. Some was burned to smoke meat. But most of it was thrown away.

Now sawdust is playing a big part in industry. Since World War II it has been used to make stronger plastics. New uses are being found all the time.

Very fine sawdust is used to clean furs. Maple sawdust is used to polish metal parts.

A) Many industrial uses are being found for inexpensive sawdust, a former waste product.
B) Sawdust was used to cover the floors of butcher shops and smoke meat.
C) Sawdust is being used to make stronger plastics in industry.

5. A student often finds himself faced with the problem of organizing his thoughts to write an essay. He has an abundance of ideas, a thought process that works by chain-reaction, and no clear structure to help him convey a brainstorm. An outline is a handy tool to help anyone organize these ideas. It can be used to guide a person's thinking to solve difficult problems. Ideas structured with the help of an outline pattern can become the blueprint for a well-written essay.

A) An outline can help a person to think of more ideas to write about.
B) All well-written essays began as outlines.
C) Outlining is a tool for organizing ideas.

6. More than all other kinds of turtles, the box turtle makes use of its shell to protect itself. When it is in danger, it will draw its head, legs, and tail inside its shell; then it will close its shell. In fact, this turtle got its name because it can box itself in its shell.

But when wild strawberries are ripe, the box turtle may be in trouble. It loves these berries. And it may eat too many of them. Then it grows too fat to close itself inside its shell. Thus it has no defense when danger comes.

A) The box turtle may eat so many wild strawberries it cannot fit into its shell.
B) The box turtle got its name because it can box itself in its shell.
C) The box turtle is without defense if it eats too much to fit into its shell.

7. Thomas Rhoads was a Mormon. In 1848 he and his five sons joined the gold rush on the West Coast. They left the coast with sixty pounds of gold.

They made their way over the mountains toward the Mormon settlement in Utah. But news of their wealth had leaked out; bandits tried to steal their gold. The Rhoadses fought the thieves and drove them away.

When the Rhoadses reached Utah, they gave all their gold to the settlement. Until this time the Mormons had been poor. But now they were able to buy many things they needed.

A) The Rhoadses had to fight off thieves to save the wealth they had acquired in the 1848 gold rush.

B) The Rhoadses gave all their hard-earned gold to the poor Mormons in Utah.

C) Thomas Rhoads and his sons acquired much gold in the 1848 gold rush on the West Coast.

d = 11.380

0700 Identifying complete predicates.

Given seven simple sentences, the learner will identify the complete predicates.

Directions: Select the answer that is the complete predicate for the sentence given.

1. Ann's sister copied an entire page from a book.

   A) copied
   B) copied an entire page from a book
   C) from a book
   D) Ann's sister

2. I changed my clothes rapidly.

   A) changed
   B) I
   C) changed my clothes rapidly
   D) my clothes rapidly

3. The small dog dug anxiously in the earth.

   A) The small dog
   B) in the earth
   C) dug
   D) dug anxiously in the earth

4. Peter and his brother, John, shouted loudly and clearly from the porch.

   A) shouted loudly and clearly from the porch
   B) shouted
   C) from the porch
   D) Peter and his brother, John

5. Jim and Jack waited patiently for Jim's mother.

   A) patiently for Jim's mother
   B) waited patiently for Jim's mother
   C) waited
   D) Jim and Jack

6. My mother drove my father to the train station this morning

   A) drove
   B) drove my father to the train station this morning
   C) to the train station this morning
   D) My mother

7. The St. Patrick's Day parade moved slowly along the street.

   A) moved
   B) slowly along the street
   C) The St. Patrick's Day parade
   D) moved slowly along the street

d = 11.390

0710 Differentiating between simple and compound sentences.

Given a list of sentences, the learner will indicate whether each is simple or compound.

Directions: Indicate whether the following sentences are simple or compound.

1. My little brother and his friend went to the game.

   A) simple
   B) compound

2. The boy hit a home run, and we scored three runs.

   A) simple
   B) compound

3. Mr. Jones told funny stories, and Mr. Smith sang songs.

   A) simple
   B) compound

4. Gary walked into the office, and I followed him.

   A) simple
   B) compound

5. Jack often visits both Jones Beach and Coney Island.

   A) simple
   B) compound

6. He hopped, skipped, and jumped.

   A) simple
   B) compound

7. The boy hit the ball and ran to first base.

   A) simple
   B) compound

d = 11.390

0720 Recognizing the function of the apostrophe.

Given sentences of possessives and contractions, the learner will correctly identify the function of the apostrophe.

Directions: Indicate whether each word in bold type is a contraction or possessive.

1. This is the **dog's** dish.

   A) possessive
   B) contraction

2. The **children's** bicycles are in the garage.

   A) possessive
   B) contraction

3. **Jack's** bat is a heavy one.

   A) possessive
   B) contraction

4. **It's** a perfect day for a picnic!

   A) possessive
   B) contraction

5. **You're** taller than your friend.

   A) possessive
   B) contraction

6. **They're** building a nest in the tree.

   A) possessive
   B) contraction

7. **Hank Aaron's** home runs are a record.

   A) possessive
   B) contraction

8. **Who's** the captain of the team?

   A) possessive
   B) contraction

d = 11.400

0730 Recognizing correct outline form.

Given samples of outlines, the learner will identify that outline that has correct form.

Directions: Select the outline form that is correct.

1.

A. Animals
  1. Lions
  2. Bears
B. Birds
  1. Robins
  2. Crows

A

A. animals
  1. lions
  2. bears
B. birds
  1. robins
  2. crows

B

A. animals
  1. Lions
  2. Bears
B. Birds
  a. Robins
  b. Crows

C

2.

A. Office Appliances
  I. Typewriters
  II. Duplicators
  III. Adding Machines
B. Kitchen Appliances
  I. Blenders
  II. Toasters
  III. Mixers

A

I. Office Appliances
II. Kitchen Appliances
  A. Typewriters
  B. Duplicators
  C. Adding Machines
  D. Blenders
  E. Toasters
  F. Mixers

B

I. Office Appliances
  A. Typewriters
  B. Duplicators
  C. Adding Machines
II. Kitchen Appliances
  A. Blenders
  B. Toasters
  C. Mixers

C

3.

I. Games for Two
  1. Checkers
  2. Chess
II. Games for More than Two
  1. Baseball
  2. Basketball

A

I. games for two
  A. checkers
  B. chess
II. games for more than two
  A. baseball
  B. basketball

B

I. Games for two
  A. Checkers
  B. Chess
II. Games for more than two
  A. Baseball
  B. Basketball

C

0730 (Continued)

4.

I. Winter sports
    1. Skiing
        a. Cross-country
        b. Downhill
    2 Ice-skating
II. Summer sports

A

I. Winter sports
    A Skiing
        1. Cross-country
        2. Downhill
    B. Ice-skating
II. Summer sports

B

I. winter sports
    A. skiing
        1. cross-country
        2. downhill
    B. ice-skating
II. summer sports

C

5.

I. Cold-Weather Clothing
    1. Parkas
    2. Snow Boots
    3. Gloves
II. Warm-Weather Clothing
    1. Bathing Suits
    2. Tennis Shoes
    3. Sandals

A

I. Cold-Weather Clothing
    a. Parkas
    b. Snow boots
    c. Gloves
II. Warm-Weather Clothing
    a. Bathing Suits
    b. Tennis Shoes
    c. Sandals

B

I. Cold-weather clothing
    A. Parkas
    B. Snow boots
    C. Gloves
II. Warm-weather clothing
    A. Bathing suits
    B. Tennis shoes
    C. Sandals

C

6.

1. Flowers
    a. Daisy
    b. Tulip
        (1) Red
        (2) Yellow
2. Trees

1. Flowers
    (1) Daisy
    (2) Tulip
        a. Red
        b. Yellow
2. Trees

1. Flowers
    a. Daisy
    b. Tulip
        (1) Red
        (2) Yellow
2. Trees

d = 11.405

0740 Recognizing complete sentences, run-on sentences, and sentence fragments.

From a selection given, the learner will identify each as a complete sentence, a run-on sentence, or a sentence fragment.

Directions: Identify each of the following phrases as a complete sentence, a run-on sentence, or a sentence fragment.

1. The field hockey team won 10 out of 12 games this year.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

2. The second and most exciting game of the year.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

3. The winter brings snow and ice and I love to ski and go ice skating and my brother likes to make popcorn but my father hates to shovel snow, which really piles up around our house, so we bought a snow-blowing machine.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

4. In the competition between small private industries.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

5. The eighth grade will rehearse for graduation on the morning of June 12.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

0740 (Continued)

6. The rate of inflation, which raises the cost of food, which my mother shops for, makes it necessary to budget my clothes money this year, but I need five dresses and a gown for the spring dance to which I am going with a friend from Denver whom I met last winter.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

7. During the winter, many students love to go skiing.

   A) complete sentence
   B) run-on sentence
   C) sentence fragment

0750 Identifying order of parts of a letter.

Given a list of the five parts of a letter—heading, greeting, body, closing, signature—randomly arranged, the learner will order them properly.

Directions: Select the answer that names the correct order for the five parts of the letter given.

1. (1) I bet you are having lots of fun on your vacation. I was glad to get your postcard. Everything is just the same here. Mrs. Janer is still out calling for that ornery dog of hers every morning at 6 o'clock.

When you get home, the pool should be open. Let's go swimming every day.

(2) Your friend,

(3) 1500 Circle Drive
Rockport, Maine 04856
June 20, 1975

(4) Jim

(5) Dear Tim,

The correct order of the letter should be

A) 3, 5, 1, 2, 4
B) 4, 1, 2, 5, 3
C) 3, 5, 1, 4, 2
D) 5, 1, 2, 4, 3

2. (1) I certainly had a good time last weekend on my fishing trip with you, Mr. Bryson and Nancy. I had never slept in a tent or caught a fish by myself before. It was fun picking wild grapes and cherries, too. Mother helped me make jelly out of them, and it is certainly good. Thank you for giving me such a happy trip.

(2) Sincerely yours,

(3) 2396 Spire Street
St. Louis, Missouri 63102
March 9, 1975

(4) Janet

(5) Dear Mrs. Bryson,

The correct order of the letter should be

A) 5, 1, 2, 4, 3
B) 4, 1, 2, 5, 3
C) 3, 5, 1, 2, 4
D) 3, 5, 1, 4, 2

3. (1) The newspaper today has a story about the blizzard you have been having in New York. How are you making out in it?

The weather here has been very sunny and warm. We have been swimming every day.

My mother says she would be glad for me to invite you to visit us for a while. Can you come down here for a spring vacation?

(2) Your cousin,

(3) 612 Robbins Street
Miami, Florida 33132
February 4, 1975

(4) Ralph

(5) Dear Carl,

The correct order of the letter should be

A) 3, 5, 1, 4, 2
B) 4, 1, 2, 5, 3
C) 5, 1, 2, 4, 3
D) 3, 5, 1, 2, 4

4. (1) Did you get the big storm last week? Well, we did. Maybe you read about it in the newspaper. All the electricity went off in the afternoon, and it stayed off most of the night. It was scary without any lights, but that wasn't the worst part of the storm. The worst part was when the wind knocked down a big tree in our yard. It just missed our house by inches. I'm sending you a picture of it that I cut out of the paper so you can see how close it really came. Everyone said we were lucky it missed the house!

(2) Your friend,

(3) 17 Dover Avenue
Dover, Kansas 66420
May 3, 1975

(4) Jean

(5) Dear Cindy,

The correct order of the letter should be

A) 5, 1, 2, 4, 3
B) 4, 1, 2, 5, 3
C) 3, 5, 1, 2, 4
D) 3, 5, 1, 4, 2

5. (1) In your letter you asked me to tell you about Scotland. I thought you would like to hear about a special day we had here last week. Many people in our village got together and danced to the music of the bagpipes. We wore kilts, which are short plaid skirts. The boys and girls put on a dancing exhibition. I was lucky enough to be in it. My parents said I may not have been the best dancer, but they thought I tried the hardest. That is my news. What have you been doing lately?

(2) Your cousin,

(3) Drury Lane
Glasgow, Scotland
May 10, 1975

(4) Bruce

(5) Dear Jim,

The correct order of the letter should be

A) 5, 1, 2, 4, 3
B) 3, 5, 1, 2, 4
C) 4, 1, 2, 5, 3
D) 3, 5, 1, 4, 2

6. (1) The boys and girls in my class thank you for letting us visit your apple farm yesterday and for the big basket of apples that you gave us. We had a very good time on our visit, and we enjoyed learning how apples are made ready for market. We are saving the apples you gave us for our Halloween party. They certainly smell good!

(2) Sincerely yours,

(3) Avoca East School
3013 Illinois Road
Wilmette, Illinois 60091
October 6, 1975

(4) Randy Bradley

(5) Dear Mrs. Johnson,

The correct order of the letter should be

A) 3, 5, 1, 2, 4,
B) 5, 1, 2, 4, 3
C) 4, 1, 2, 5, 3
D) 3, 5, 1, 4, 2

7. (1) The brown Indian belt you sent me a few days ago from Sante Fe is the nicest one I have ever seen. My father says the blue stones on the buckle are called turquoise and the rest of the buckle is silver. I wear it almost every day. Thank you very much.

(2) Your nephew,

(3) 444 Clark Street
Jackman, Maine 04945
May 16, 1975

(4) Max

(5) Dear Uncle John,

The correct order of the letter should be

A) 3, 5, 1, 4, 2
B) 4, 1, 2, 5, 3
C) 5, 1, 2, 4, 3
D) 3, 5, 1, 2, 4

d = 11.455

0760 Identifying the topic sentence of a paragraph.

Given a paragraph at the appropriate reading level, the learner will identify the topic sentence.

Directions: Read the paragraph. Then select the topic sentence from the paragraph. (Each sentence is lettered.)

1. (A) Sewing clothes is not as hard as most people think. (B) You must find a pattern that matches your body measurements. (C) However, if this is not possible, the pattern must be changed so that the cut material will be perfectly fitted. (D) Then the seams are sewn and the garment tried on for a fitting. (E) Then the clothing is ready for the hand sewing and final touches.

The topic sentence is:

A)
B)
C)
D)
E)

2. (A) A newspaper offers many kinds of information. (B) All of the important news of the city, state, and nation is reported on the front page and in the first section. (C) Trends in fashion and social news are usually reported. (D) Complete sports coverage is given with business and finance information. (E) Also, a person can find out what kind of entertainment is being offered in a city, including the schedules for TV and radio programs.

The topic sentence is:

A)
B)
C)
D)
E)

3. (A) Johnny described his ideal world. (B) In such a place, he said, no one would have to go to school because each baby would be born knowing all he would ever need to know. (C) No one would have to eat foods he didn't like because each person could order anything he wanted by pushing a button in the wall. (D) Ice cream, chocolate eclairs, and hamburgers would come out of a slot. (E) Another larger slot would provide any toy or pet the button-pusher could ask for.

The topic sentence is:

A)
B)
C)
D)
E)

4. (A) Four escaped zoo lions disrupted the Sunday routines of most Pleasantville citizens. (B) Police patrol cars forsook their usual rounds to clear the streets of pedestrians. (C) Church-goers were forced to spend the afternoon and evening as well as the morning in their house of worship. (D) Local restaurants benefited when stranded patrons ordered three meals instead of the one for which they had originally come. (E) The usual Sunday promenaders were pacing the floors of their living rooms instead of the paths in the park.

The topic sentence is:

A)
B)
C)
D)
E)

5. (A) Each day I followed the same routine. (B) I got up in the morning and worked swiftly, writing until lunch. (C) The morning turnout was usually successful and I found that many of these chapters stayed unchanged even in the final draft. (D) After lunch, I was tired and my writing lacked imagination and excitement. (E) I usually wrote little until the following morning.

The topic sentence is:

A)
B)
C)
D)
E)

6. (A) The first morning I tried to milk a cow and she kicked over the pail. (B) Then I climbed into a corral and was chased by a big black bull. (C) At lunch I drank some home-churned buttermilk and got sick. (D) Later, my cousin let me drive the tractor, and I crashed through one of my uncle's fences and flattened three rows of corn. (E) All in all, I wish I had not gone to visit my uncle.

The topic sentence is:

A)
B)
C)
D)
E)

7. (A) He was formidable. (B) His fists could land on you like sledgehammers. (C) When you swing back–if you could–his massive jaw and iron gut were as unassailable as a bank vault. (D) He was the toughest customer I'd ever met.

The topic sentence is:

A)
B)
C)
D)

8. (A) Ever worry about burglars entering your house while you're away? (B) Worries are ended with the installation of the new automatic telephone alarm system. (C) The new electronic watchdog dials the police only moments after a burglar enters. (D) The machine goes into action when sensor switches are set off by the intruder. (E) A taped voice summons police for emergency help.

The topic sentence is:

A)
B)
C)
D)
E)

d = 11.460

0770 Identifying subject and predicate.

Given sentences, the learner will identify the simple and complete subject and the simple and complete predicate.

Directions: Select the answer that best describes the boldface words in the sentences.

1. Both younger and older **children** play games.

   A) simple subject
   B) complete subject
   C) simple predicate
   D) complete predicate

2. **A bowl of fruit** was sitting on the table.

   A) simple subject
   B) complete subject
   C) simple predicate
   D) complete predicate

3. He **searched for the missing key**.

   A) simple subject
   B) complete subject
   C) simple predicate
   D) complete predicate

4. The frightened **deer** crashed through the woods.

   A) simple subject
   B) complete subject
   C) simple predicate
   D) complete predicate

5. All the girls and boys in our classroom **went on a picnic.**

   A) simple subject
   B) complete subject
   C) simple predicate
   D) complete predicate

0770 (Continued)

6. The men **worked on it all summer.**

A) simple subject
B) complete subject
C) simple predicate
D) complete predicate

7. The fire **was crackling** noisily in the fireplace.

A) simple subject
B) complete subject
C) simple predicate
D) complete predicate

8. The new school **was started** last spring.

A) simple subject
B) complete subject
C) simple predicate
D) complete predicate

d = 11.465

0780 Using definitions.

Given definitions for words, the learner will select the appropriate definitions for words in sentences.

Directions: Select the definition that is the correct meaning for the boldface word in the sentence.

1. Most of the buildings at the camp were **consumed** by fire several years ago.

A) use up, spend
B) destroy
C) eat or drink up

2. Constant **friction** between the two nations brought them dangerously close to war.

A) a rubbing on one thing against another, such as hand against hand
B) resistance of motion of surfaces that touch
C) conflict of differing ideas, opinions, etc; disagreement, clash

3. Wood is **seasoned** for building by drying and hardening it.

A) spring, summer, autumn, or winter
B) improve the flavor of
C) make or become fit for use by a period of keeping or treatment

4. The teacher advised the students to **score** the cardboard before folding it.

A) the record of points made in a game, contest, or test
B) cut or scratch
C) group or set of twenty

5. The handsome sheets and blankets in the historic home felt **coarse** and heavy.

A) not fine, made up of fairly large parts
B) direction taken
C) rough

0780 (Continued)

6. The mischief the boy caused did not **warrant** such harsh punishment.

   A) a written order giving authority for something
   B) justify
   C) authority

7. The **gravity** of the announcement that Mr. Jenkins made was indicated by his quiet but firm tone of voice.

   A) the natural force that makes objects move or tend to move toward each other
   B) heaviness, weight
   C) serious or critical character

8. George Washington was a man of **principle**.

   A) the head of a school
   B) chief person; one who gives orders
   C) uprightness, honor

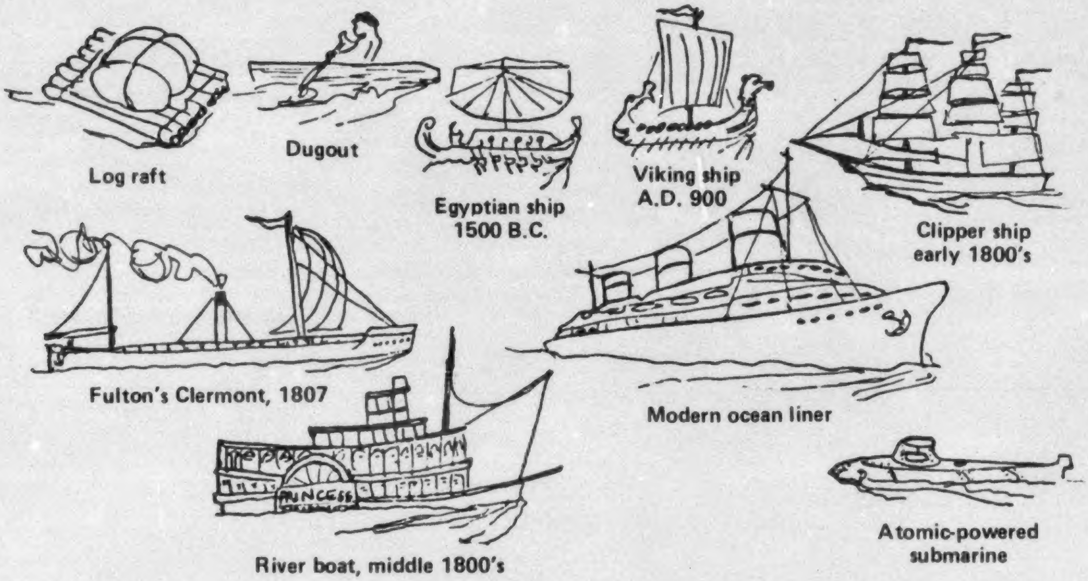
d = 11.510

0790 Interpreting charts, pictures, maps.

The learner will interpret the information in a given chart, picture, or map to answer specific questions.

Directions: Select the best answer for the question about the chart.

1.

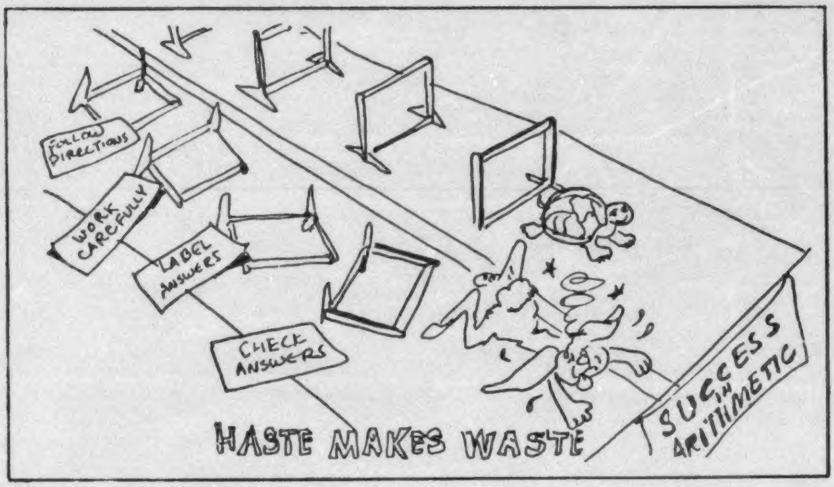

Log raft
Dugout
Egyptian ship 1500 B.C.
Viking ship A.D. 900
Clipper ship early 1800's
Fulton's Clermont, 1807
Modern ocean liner
PRINCESS
River boat, middle 1800's
Atomic-powered submarine

The only ship shown in the chart that depended on wind alone for power was:

A) Fulton's Clermont
B) the Viking ship
C) the Egyptian ship
D) the Clipper ship

Directions: Read the cartoon. Select the best answer to complete the sentence about the cartoon correctly.

2.


FOLLOW DIRECTIONS
WORK CAREFULLY
LABEL ANSWERS
CHECK ANSWERS
HASTE MAKES WASTE
SUCCESS IN ARITHMETIC

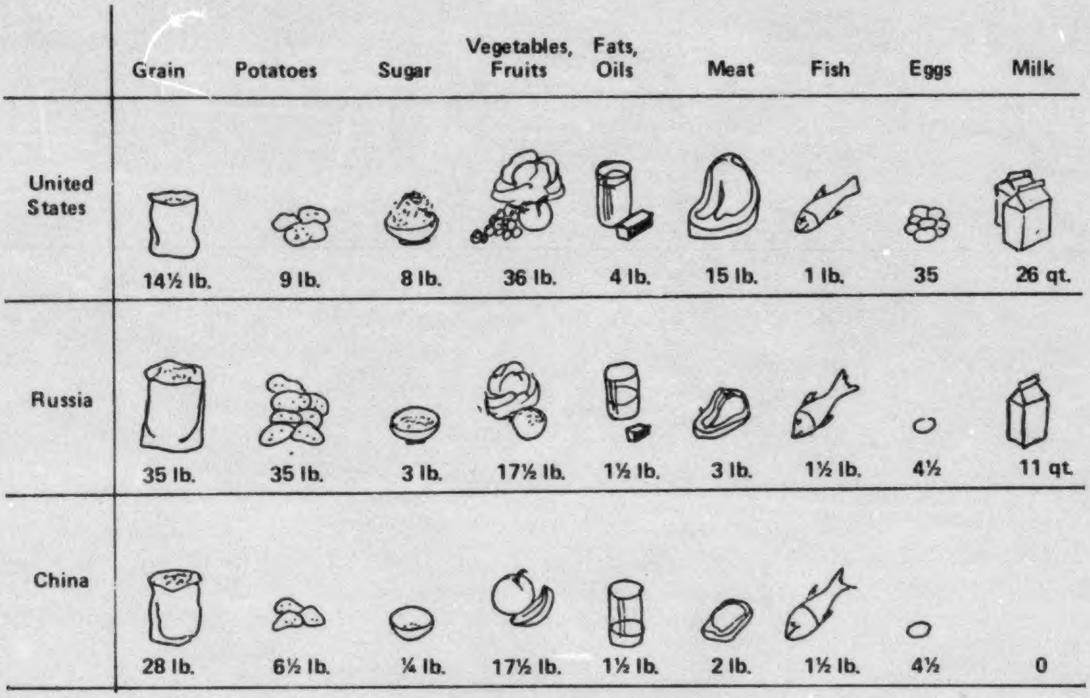
The artist used the rabbit in the cartoon to stand for:

A) pupils who work too fast
B) clumsy runners in a hurdle race
C) pupils who fall down and hurt themselves in a race
D) pupils who waste their time in school

0790 (Continued)

Directions: Select the best answer for the question about the chart.

3.



	Grain	Potatoes	Sugar	Vegetables, Fruits	Fats, Oils	Meat	Fish	Eggs	Milk
United States	14½ lb.	9 lb.	8 lb.	36 lb.	4 lb.	15 lb.	1 lb.	35	26 qt.
Russia	35 lb.	35 lb.	3 lb.	17½ lb.	1½ lb.	3 lb.	1½ lb.	4½	11 qt.
China	28 lb.	6½ lb.	¼ lb.	17½ lb.	1½ lb.	2 lb.	1½ lb.	4½	0

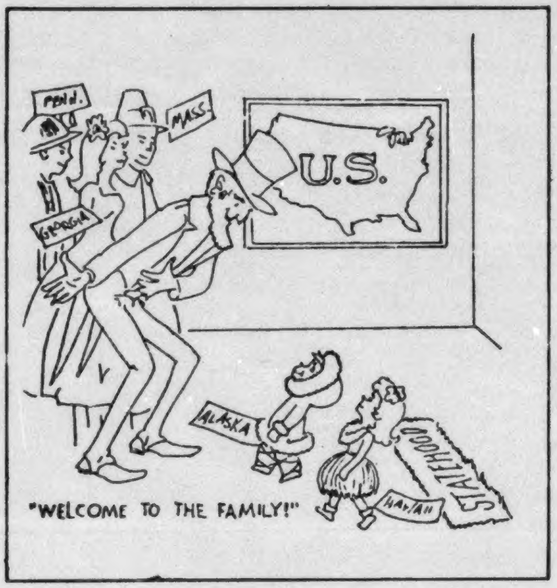
On the average, each person in China each year eats about:

A) 2 lb. of meat
B) 48 lb. of meat
C) 12 lb. of meat
D) 24 lb. of meat

0790 (Continued)

Directions: Read the cartoon. Select the best answer to complete the sentence about the cartoon correctly.

4.


PENN.
MASS.
GEORGIA
U.S.
ALASKA
HAWAII
STATEHOOD

"WELCOME TO THE FAMILY!"

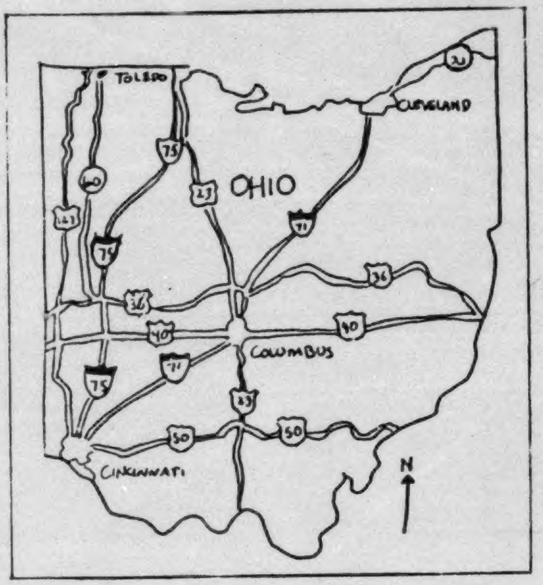
The cartoonist drew Alaska and Hawaii as small children because he wanted you to understand that they are:

A) the newest states
B) the smallest states
C) unimportant states
D) states with few people

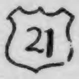
0790 (Continued)

Directions: Select the answer that best completes the sentence for the map given.

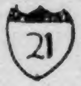
5.


TOLEDO
CLEVELAND
OHIO
COLUMBUS
CINCINNATI
N
20
75
23
71
36
40
50
127

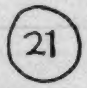
HIGHWAY SYMBOLS



U.S. highway



Interstate highway



State highway

East-west U.S. Routes are:

A) 127, 50, 23, 40, 36
B) 75, 71
C) 50, 40, 36, 84
D) 50, 40, 36

d = 11.540

0800 Demonstrating knowledge of prefixes and suffixes

Given words comprised of prefixes, suffixes and root words, the learner will identify the prefixes and suffixes.

Directions: Select the answer that best tells about the prefixes and suffixes in the given word.

1. DISHONORABLE

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

2. MISPLACEMENT

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

3. BULLISH

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

4. GUITARIST

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

5. BETWEEN

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

6. DISCOVER

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

7. AGAINST

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

8. ATTENDANCE

A) prefix
B) suffix
C) both prefix and suffix
D) no prefix and suffix

d = 11.540

0810 Recognizing noun functions.

Given simple sentences, the learner will indicate whether a given noun is a subject or a direct object.

Directions: Indicate whether the boldface noun in the following sentences is used as a subject or a direct object.

1. The boy hit the **ball**.

A) subject
B) direct object

2. The **pitcher** threw the third strike.

A) subject
B) direct object

3. The **dog** found a bone.

A) subject
B) direct object

4. The crew of men launched the **ship**.

A) subject
B) direct object

5. Does **Joe** run that machine slow?

A) subject
B) direct object

6. The Indians made **canoes** of birchbark.

A) subject
B) direct object

7. They are fighting **enemies**.

A) subject
B) direct object

8. I saw a great **game** last week.

A) subject
B) direct object

d = 11.555

0820 Recognizing functions of adverbs.

The learner will indicate whether adverbs in given sentences answer the question when, where, how, how much, or how often.

Directions: Select the question that is answered by the adverb in the sentence.

1. Tim found the prize over there under that old log.

A) when
B) where
C) how
D) how much
E) how often

2. A jury will decide the fate of the prisoner tomorrow.

A) when
B) where
C) how
D) how much
E) how often

3. Slowly, step by step, the man moved toward the exploding volcano.

A) when
B) where
C) how
D) how much
E) how often

4. Lola stamped angrily off the movie set.

A) when
B) where
C) how
D) how much
E) how often

5. Uncle Alfred comes here when he needs to think.

A) when
B) where
C) how
D) how much
E) how often

6. Later, Jeff found his friend hiding in the basement.

A) when
B) where
C) how
D) how much
E) how often

d = 11.655

0830 Determining correct comma use.

Given sentences or selections in which all commas are missing, the learner will identify the need for commas.

Directions: Select the answer that names the punctuation needed after the word in bold type.

1. I like **soccer** basketball and track.

   A) comma
   B) no comma

2. "The game will be over **soon**" John answered.

   A) comma
   B) no comma

3. **Mother** you cooked a good dinner!

   A) comma
   B) no comma

4. **Marvin** was too tired to eat.

   A) comma
   B) no comma

5. The first day was **cold** and rainy.

   A) comma
   B) no comma

6. **Measles** and mumps are contagious.

   A) comma
   B) no comma

7. The electric **bill** and the gas bill arrived on the same day.

   A) comma
   B) no comma

d = 11.740

0840 Identifying the main idea of a paragraph by selecting from given alternatives.

Given a paragraph, the learner will identify the main idea by selecting from alternatives given.

Directions: Select the answer that best tells the main idea of each paragraph.

1. Communication is with us from the time we wake up until we go to bed. The ringing of the alarm clock tells us it is time to get out of bed and be about our daily chores. A voice from the kitchen tells us that breakfast is ready. Radio and television weather reports tell us what the weather will be and help us plan what to wear. The honk of a horn outside the door tells us that transportation is ready to convey us to work or to school.

   A) What the honk of a horn means.
   B) What weather reports tell us.
   C) What role radio and television play in communication.
   D) How communication is always present.

2. A stunt pilot of the 1920's named Red Harris enjoyed cutting his initials in a wheat field. He'd buzz through it, his propellers chewing out the letters R. H. Another daredevil was Bobby Rose. He would hang from a rope ladder under his plane and drop onto a moving freight train. In an even more spectacular stunt, Doug Davis and Mabel Cody would actually land their airplane on an empty flatçar of a moving freight train. Perhaps no stunt surpassed that of Frank Clarke. He climbed all over the outside of a speeding airplane with handcuffs on–minus a parachute!

   A) Why people enjoy spectacular stunts.
   B) What amazing stunts aerial daredevils performed.
   C) What stunt Frank Clarke performed.
   D) How courageous some people were.

3. Who in all history could ride horses as well as the American Indian? Warriors seldom used their hands to guide their mounts. Both hands were needed to shoot the bow and arrow. As a result, the Indian became a marvelous rider. Astonishing feats of horsemanship were commonplace. Indians could mount and dismount at a dead run or scoop up a fallen comrade with one arm while galloping at full speed. Moreover, it was all accomplished without any saddle for support or the use of the reins. Warriors guided their horses by using their knees.

   A) How Indians guided their horses.
   B) What use the Indians made of the horse.
   C) What marvelous horsemen American Indians were.
   D) Why Indians didn't use their hands to guide their horses.

0840 (Continued)

4. Poor sleepers are notably more restless during the night than are good sleepers. They move more frequently than good sleepers and awaken more often following dreams. Poor sleepers are closer to a waking state than good sleepers. There is also quite a discrepancy between the heartbeat of the two groups. Poor sleepers have a significantly faster heartbeat. During sleep their heart beats 60.5 times a minute as contrasted with a 56.6 pulse rate of the good sleeper. Even the body temperature of the poor sleeper is strikingly higher than that of the good sleeper.

   A) What problems poor sleepers have.
   B) How poor sleepers differ from good sleepers.
   C) What groups sleepers are divided into.
   D) How the heartbeats of good and poor sleepers differ.

5. To most people eiderdown means something soft and warm. Though man has long since enjoyed this wool-like material used in quilts and pillows, few know that the material comes from beneath the breast feathers of the eider duck. The duck lines its nest with the down which it plucks from its breast. Farmers in Iceland gather the material, and the mother must pluck more from her breast to reline her nest. Since it takes as many as fifty nests to yield a single pound of down, it is little wonder that eiderdown brings a high price.

   A) Why farmers like the eider duck.
   B) What eiderdown is used for.
   C) How the duck lines her nest.
   D) How eiderdown is obtained and used.

6. The hot summer sun must be treated with respect if painful consequen[illegible] are to be avoided. Overexposure to the rays of the sun can lead to sunburn so severe as to require medical attention. For those who wish to enjoy only the beneficial effects of the sun, it must be remembered that the full effects of a sunburn are not felt until five or six hours after they are sustained. So, in order to avoid a severe sunburn, sun lovers should discontinue exposure to the sun's rays before the skin turns pink and discomfort begins.

   A) Why people should treat the summer sun with respect.
   B) When the full effects of the sun are felt.
   C) Why medical attention is sometimes required.
   D) What beneficial effects the sun has.

7. Man has been slow to act against the threatened extinction of wild animals. Thus he has lost forever many of those animals not able to adapt to changes in their environment. With the loss, however, man has acquired appreciation for his natural heritage and increased his knowledge of what he must do to protect it. Perhaps there is yet time to preserve from extinction those creatures few in numbers, such as in the ivory-billed woodpecker, the California condor, and the whooping crane. Perhaps they will not suffer the same fate as the great auk, the passenger pigeon, and the heath hen.

A) How man has reacted to the extinction of wild animals.
B) What will happen to three birds.
C) Why animals become extinct.
D) Why people should feed wild animals.

d = 11.775

0850 Identifying proper nouns.

Given sentences containing proper nouns, the learner will select the proper nouns.

Directions: Select the proper nouns in the following sentences.

1. The Fourth of July has been declared a national holiday.

   A) national
   B) holiday
   C) Fourth of July

2. In February we frequently have snow and ice storms.

   A) February
   B) snow
   C) storms

3. The House of Commons is one of the houses of the British Parliament.

   A) houses
   B) House of Commons, British Parliament
   C) one

4. President Roosevelt has traveled to many countries during his term of office.

   A) President Roosevelt
   B) office
   C) countries

5. *The Sting* was well received by most film critics.

   A) *The Sting*
   B) film
   C) critics

6. Our legislature is composed of two houses: the Senate and the House of Representatives.

   A) legislature
   B) houses
   C) Senate, House of Representatives

7. Mary Jane went to the mountains for her vacation.

   A) mountains
   B) vacation
   C) Mary Jane

8. The class went four days touring Washington, D.C. by bus.

   A) bus
   B) Washington, D.C.
   C) class

d = 11.790

0860 Recognizing nouns in sentences.

Given sentences and sets of four words from the sentences for each, the learner will select the word in the set that acts as a noun in the sentence.

Directions: Select the noun in each sentence.

1. The skiers were sitting before the brick fireplace.

   A) skiers
   B) before
   C) were
   D) the

2. Up the Mississippi came a large boat.

   A) up
   B) came
   C) Mississippi
   D) large

3. Will that little duck follow the old hen?

   A) old
   B) follow
   C) duck
   D) little

4. The noisy tractor clattered across the empty field.

   A) clattered
   B) tractor
   C) noisy
   D) across

5. A mysterious ship had been sailing near the coast.

   A) ship
   B) sailing
   C) near
   D) mysterious

6. The boy hit the blue ball.

   A) blue
   B) the
   C) hit
   D) boy

7. An unknown artist painted this picture.

   A) painted
   B) this
   C) unknown
   D) artist

d = 11.840

0870 Identifying pronouns.

Given sentences, the learner will identify the pronouns.

Directions: Select the one word that is a pronoun from the words listed below.

1. When Sally sat on the couch, she could see the door.

   A) when
   B) sat
   C) she
   D) could

2. Linda, have you prepared the refreshments for the party?

   A) have
   B) you
   C) refreshments
   D) party

3. Last Sunday you received $35 as a present.

   A) last
   B) you
   C) as
   D) present

4. After many years of inaction, the time has come for us, the citizens of Grove Community, to build a park.

   A) many
   B) times
   C) us
   D) to

5. Jerry told her that the sun would set at 6 P.M.

   A) Jerry
   B) told
   C) set
   D) her

6. My second cousin, John, went to college in 1936.

   A) my
   B) cousin
   C) went
   D) college

7. The parade was a colorful sight as it moved down the narrow street.

   A) was
   B) colorful
   C) it
   D) down

8. Some of the boys had to ride buses to the game.

   A) some
   B) boys
   C) had
   D) game

d = 11.950

0880 Demonstrating knowledge of rules of capitalization.

Given sentences, the learner will identify the need for capitals.

Directions: Choose the answer which lists the complete word or words that should be capitalized in the following sentences.

1. The reporter asked mayor smith several questions.

   A) mayor smith
   B) smith
   C) mayor

2. He has earned enough money for a schwinn bicycle.

   A) schwinn
   B) schwinn bicycle
   C) bicycle

3. I like to visit aunt harriet at her new home.

   A) harriet
   B) aunt
   C) aunt harriet

4. The title of that book is *tiger on the mountain.*

   A) *Tiger On the Mountain*
   B) *Tiger on the Mountain*
   C) *Tiger on The Mountain*

5. My brother takes english, algebra, biology, and french in high school.

   A) english, biology, french
   B) high school
   C) english, french

6. We are learning the rules of english grammar.

   A) grammar
   B) english
   C) english grammar

d = 11.955

0890 Recognizing inference supported by facts.

Given a short paragraph, the learner will choose the inference from a set of three that most completely supports the evidence given in the paragraph.

Directions: Read the paragraph. Then read the statement and select the answer that gives the best inference.

1. Paragraph: Jack had a box of bird food that he wanted to take to Tim's house to give to Tim's new pet bird. On the way over, the bird food began to come out of its box.

   Statement: Jack was a thoughtful friend.

   A) probably true
   B) probably false
   C) can't say

2. Paragraph: Jack had a box of bird food that he wanted to take to Tim's house to give to Tim's new pet bird. On the way over, the bird food began to come out of its box.

   Statement: Jack didn't care if he lost all of the bird food.

   A) probably true
   B) probably false
   C) can't say

3. Paragraph: Bill sat quietly under an oak tree. He hoped to get some interesting animal pictures on his camping trip. Finally he heard something moving through the woods nearby. Bill wondered what it could be. Then he saw four baby raccoons closely followed by their mother. Bill just kept as still as a mouse.

   Statement: Bill had his camera with him.

   A) probably true
   B) probably false
   C) can't say

0890 (Continued)

4. Paragraph: Bill sat quietly under an oak tree. He hoped to get some interesting animal pictures on his camping trip. Finally he heard something moving through the woods nearby. Bill wondered what it could be. Then he saw four baby raccoons closely followed by their mother. Bill kept just as still as a mouse.

Statement: It is a very hot summer day.

A) probably true
B) probably false
C) can't say

5. Paragraph: Jack had a box of bird food that he wanted to take over to Tim's house to give to Tim's new pet bird. On the way over, the bird food began to come out of its box.

Statement: All of the bird food was lost by the time Jack got to Tim's house.

A) probably true
B) probably false
C) can't say

6. Paragraph: Jack had a box of bird food that he wanted to take to Tim's house to give to Tim's new pet bird. On the way over, the bird food began to come out of its box.

Statement: Jack's pet bird died and he had the bird food left over.

A) probably true
B) probably false
C) can't say

d = 11.965

0900 Recognizing pronouns.

The learner will indicate the number of pronouns in given sentences.

Directions: Identify the number of pronouns in each given sentence.

1. I can repair your bicycle today.

   A) 1
   B) 2
   C) 3

2. Their house is near ours.

   A) 1
   B) 2
   C) 3

3. Tom and I saw the circus.

   A) 1
   B) 2
   C) 3

4. Did you see Ed and me?

   A) 1
   B) 2
   C) 3

5. Tom found Mary with her mother.

   A) 1
   B) 2
   C) 3

6. She gave them to us.

   A) 1
   B) 2
   C) 3

7. If the wallet is yours, you can describe it.

   A) 1
   B) 2
   C) 3

d = 12.000

0910 Identifying adverbs.

Given sentences, the learner will select the word used as an adverb in the sentence.

Directions: Select the word that is an adverb in the sentence.

1. The winter was extremely cold.
   - A) extremely
   - B) cold
   - C) was
   - D) wind

2. Arthur Smith tossed the basketball quickly.
   - A) Smith
   - B) quickly
   - C) tossed
   - D) Arthur

3. The boy hit the ball hard.
   - A) boy
   - B) ball
   - C) hard
   - D) hit

4. The man then spoke impatiently.
   - A) the
   - B) spoke
   - C) impatiently
   - D) man

5. I dug deeper and deeper into the ground.
   - A) dug
   - B) deeper
   - C) ground
   - D) into

6. I have never heard that song.
   - A) heard
   - B) I
   - C) song
   - D) never

7. I saw the village lights below.
   - A) I
   - B) village
   - C) saw
   - D) below

8. We had been driving north and east since dawn.
   - A) east
   - B) we
   - C) since
   - D) driving

0920 Demonstrating knowledge of the bibliography.

The learner will identify the correct definition and use of a bibliography.

Directions: Complete the sentences.

1. The bibliography is located ____________.

   A) in the front part of the book
   B) in the middle part of the book
   C) in the back part of a book

2. At the end of a book may be found the ____________.

   A) preface
   B) bibliography
   C) title page

3. You are seeking the most recent information on Richard Nixon. To be sure the information is current, you should look at ____________ in the bibliography.

   A) author's name
   B) location of publisher
   C) copyright date

4. The date included in a bibliographic entry tells ____________.

   A) when a book was received by the publishers
   B) when a book was completed by the author
   C) when a book was published by the publisher

5. Choose the correct definition for bibliography.

   A) A written account of another person's life.
   B) A list of source materials.
   C) The study of the geographical distribution of living things.

6. You are doing a report on India, and you have one very good book. The author has many other references to other books on the subject. To find more information about the references, you would use ____________.

   A) a bibliography
   B) a biography
   C) an index

d = 12.005

0930 Using capitalization and punctuation skills.

Given passages or selections requiring use of capitalization and punctuation skills identified at levels 2 through 7, the learner will correctly capitalize and punctuate the selection. Knowledge of the need for capitalization of names of races and nationalities is added at the 8th level.

Directions: In the space indicated, choose the correct form of punctuation.

1. The trees blossomed into a rainbow of yellow, green   white and pink.

   A) no punctuation
   B) comma
   C) period

2. Our vacation begins on Wednesday   June 12   1974.

   A) comma, comma
   B) period, comma
   C) comma, no punctuation

3. Mr. Becker would like to see the following   John, Gary, Allen, Steve, and David.

   A) semicolon
   B) colon
   C) period

d = 12.035

0940 Identifying adjectives.

Given sentences containing an adjective, the learner will select the word used as an adjective in the sentence.

Directions: Select the word that is an adjective in the sentence.

1. A loud and noisy crowd met us.

A) noisy
B) crowd
C) us
D) met

2. Do many women become famous athletes?

A) women
B) famous
C) become
D) athletes

3. Those small boys have built several model planes.

A) built
B) boys
C) planes
D) several

4. Al was wearing blue shoes.

A) Al
B) wearing
C) shoes
D) blue

5. They were singing about three blind mice.

A) singing
B) about
C) mice
D) blind

6. He is a baseball player.

A) player
B) a
C) is
D) baseball

7. Our basketball team has won four thrilling games.

A) basketball
B) our
C) has
D) games

8. Those books are mine.

A) books
B) are
C) those
D) mine

0950 Identifying the plot.

Given a short selection at the appropriate reading level, the learner will identify the statement that best sums up the plot.

Directions: Select the answer that best sums up the story in the reading selection.

1. I paused on the top step of the house of my inventor friend, Hal Hatlen, and listened for danger signals. As I entered he told me he had a great new invention but assured me it was safe. I wondered about staying.

He invited me to the garage to see it. On the way he told me his invention was to help him convince his parents that he was grown up and could assume responsibility. He would get the garbage to the curb of their steeply sloping driveway every other day.

Hal had set each of three garbage cans on its own little four-wheeled cart and fitted a snug wooden lid around each can to prevent its sliding off. He pulled the train of cans after him. Not looking back, he was unaware the cans were rolling downward-sideways.

The cans rolled right past him, into Mr. Soo's driveway. They spilled their contents when they reached the loose soil in Mr. Soo's garden.

I ran down to find Hal and tell him his folks had just arrived home. He'd decided he'd confess it all. He went into his house.

I waited outside a short time before Hal emerged. He said his folks were very upset at first but that finally his Dad had said, "Any guy who would stand up and confess such a story must be growing up." His father agreed to give him a second chance.

A) Hal's inventiveness didn't work because he failed to take into account the force of the downhill slope of the driveway.

B) I was very suspicious of Hal's new invention and indeed, it didn't work as Hal planned it.

C) Hal wants to convince his parents he is grown up and does so, even though his original plan doesn't work.

0950 (Continued)

2. Mrs. Stevens questioned Roger cheerfully about how he liked his first day at the new school as he came into the house.

Roger answered hurriedly, "Everything was okay."

His mother invited Roger to have some cookies and milk. Roger declined, saying, "I think I'll go to my room and lie down for a while." His mother allowed that he might be tired from all the excitement of the first day.

Alone in his room, Roger admitted openly to himself that his day had been terrible; he had never felt so lonely and strange in his life. He knew he would never be able to make friends here.

At the dinner table, Mr. Stevens tried to get Roger to talk about his day. Roger avoided telling him about his real feelings by saying he was all talked out. He knew how excited they were about their new home and how they wanted Roger to like it. He refused an invitation from his father for a game of checkers after dinner and retreated to his room.

After a while Roger's father knocked on his door and came into his room. He told Roger about the feelings he had when he was a boy and his family moved. They were the same feelings Roger was having. He assured Roger that gradually he made some friends and finally wonderful friends. Roger realized he was being too anxious and felt better for knowing his father had made it through the same kind of struggle.

A) A boy's father describes to his son the same feelings of loneliness over moving that his son is having and makes his son feel less anxious.

B) A boy's mother does not really understand her son's feelings about his first day in a new school and fails to make him feel better.

C) A boy is overwhelmed with loneliness the first day he goes to a new school and his father's understanding makes him feel less anxious.

3. Johnny is beset with fear since his father has told him he is to go fishing on the *Mary Rosella* again, this time halfway down the coast of Mexico. His thoughts keep returning to those long, cold minutes in the great heaving Pacific Ocean on his last voyage. He confides his fear to Grandpa, who advises him, "to face fear is to kill it a little."

That night Johnny boarded the *Mary Rosella* with his brother, Joe, his father, and the other fishermen. During the second night, he was awakened by pounding feet and excited shouts. A school of albacore had been found.

Johnny's old fear came back as he relived the feeling of the cold water closing over him. After a time he grew calmer and got himself to the galley to prepare food for the busy fishermen.

When he took the food up to the men, he saw his brother Joe land a big albacore. However, the line broke and the pole flipped into the water. Joe yelled to Johnny to get him another pole. As Johnny started toward Joe his fear of getting any closer to the water overwhelmed him. Joe shouted and turned to see why Johnny was so slow with the pole. Joe failed to see a huge albacore bearing down on him as one of the men swung back his pole. Johnny saw it and slid across the slanting deck and threw himself at the fish. With nothing to hold onto, Johnny slid into the huge pile of fish and closer and closer to the fishing racks. The cook saw him and caught him by the legs.

Joe picked up Johnny and thanked him for saving him a swim in the Pacific. Johnny realized he was alright and felt more courageous than he had before.

A) Johnny's grandfather tells him, "to face fear is to kill it a little" and Johnny finds it is true.

B) Johnny realizes he plays a very important role in the albacore fishing expedition by doing his galley job well.

C) Johnny is fearful of being swept overboard again on a fishing voyage but finds he has courage when he saves his brother from being swept overboard.

4. As Bill Cody rode onto the rolling prairie on his first morning in the railroad construction camp, he recalled his conversation with Jack Tate from the previous night.

"I've got twelve hundred men to feed, and it's your job to supply me with twelve buffalo a day. Think you can do it?" Tate had said.

"Wait and see," Bill had replied.

Tate had agreed to provide Bill with a wagon and a driver who would butcher the buffalo Bill killed. He also provided an extra horse for Bill so that Bill's own mount, Brigham, could be kept fresh for the hunt.

Several miles from camp, Bill suddenly galloped ahead to the top of a small hill. He saw a large herd of buffalo peacefully grazing on the short grass of the plains. He returned to the wagon for Brigham.

Brigham raced toward the herd. He galloped directly to the front of the herd to be even with the lead bull. The lead bull dashed away but Brigham raced close beside it. Bill raised his gun and fired straight down. Brigham dashed forward to the next animal. Again the gun cracked, and another buffalo fell.

When twelve buffalo had been killed, Bill rode back to the wagon. The driver questioned why Bill had gotten the herd running in a circle. Bill explained that by so doing the dead buffalo fell close together, which should save butchering time.

Bill smiled at the amazed driver and started back to camp.

A) Brigham is a tremendous help to Bill since he has learned the strategy of herding the buffalo in a circle.

B) Bill Cody has devised a way of herding the buffalo in a circle so time can be saved in butchering the dead buffalo.

C) Bill Cody takes on the job of supplying Tate with twelve buffalo and accomplishes his goal with the help of his well trained horse, Brigham.

d = 12.105

0960 Identify the topic sentence in a paragraph.

The learner will identify the topic sentence in a paragraph.

Directions: Select the answer that identifies the topic sentence in the paragraph.

1. 1. It wasn't a very fancy gift. 2. Maybe some people wouldn't even want it. 3. He knew his mother did not really want him to have the gift. 4. He was sure that Dad talked Mother into letting him have it, and had even made it himself. 5. To an eleven-year-old Montana boy, a homemade hunting bow is the greatest present in the world.

A) 1
B) 4
C) 3
D) 5

2. 1. Tim felt hot, dirty and bruised. 2. His clothes were muddy and torn. 3. It didn't matter. 4. The fact that his team had won the city championship made him tingle all over with excitement. 5. He was anxious to tell the good news to all his friends.

A) 1
B) 5
C) 4
D) 2

3. 1. Benjamin Franklin was a man of many talents. 2. He wrote for a newspaper. 3. Some of his inventions, such as bifocal glasses and the Franklin Stove, are used today. 4. We still quote many of his sayings, such as "Early to bed and early to rise makes a man healthy, wealthy, and wise."

A) 1
B) 2
C) 3
D) 4

4. 1. For sixty-two years, Ellis Island, in New York Bay, was the chief American immigration station. 2. The island was named after a butcher who owned it in the late 1700's. 3. Ellis Island was later owned by New York State, which sold it to the United States Government. 4. Over 20,000,000 immigrants were admitted to the United States at Ellis Island between 1892 and 1954, the year the immigration service at Ellis Island was discontinued.

A) 1
B) 2
C) 3
D) 4

5. 1. Many living beings are good sleepers, but the dormouse is probably the best sleeper of them all. 2. Bears and other animals hibernate. 3. They settle down in warm, cozy spots for snoozes that may last for months. 4. However, hibernating animals can be awakened by disturbing noises or possible danger. 5. When the dormouse curls itself into a ball and goes to sleep, it can be petted. 6. It will not awaken. 7. As a matter of fact, the dormouse can actually be rolled back and forth on the ground without ever knowing about it!

A) 1
B) 2
C) 4
D) 7

6. 1. A one-armed man carried out an adventure that would have cost many two-armed men their lives. 2. In 1869 Major John Wesley Powell commanded the first journey through the hundreds of miles of huge canyons along the Colorado River. 3. Several men left the voyage early and were killed by Indians. 4. The adventurers who stayed with the brave one-armed major completed the trip successfully.

A) 1
B) 2
C) 3
D) 4

7. 1. The blades of grass swayed as if something were crawling slowly through the field. 2. The hunters stood quietly. 3. What strange and wonderful creature would they see? 4. They were both surprised and disappointed when a skunk walked out into the clearing.

A) 1
B) 2
C) 3
D) 4

d = 12.170

0970 Identifying verbs and verb phrases.

Given sentences, the learner will identify the verbs or verb phrases.

Directions: Select the one word or group of words that is a *verb* from the words listed below.

1. The eggs are laid by the female mosquito in the water.

A) are laid
B) eggs
C) by the female
D) in the water

2. These larvae live in the water.

A) these
B) live
C) in the water
D) none of the above

3. A nest of mosquito eggs somewhat resembles a small raft.

A) of
B) somewhat
C) resembles
D) raft

4. In the next stage, the mosquito becomes a pupa, or tumbler.

A) next
B) stage
C) becomes
D) tumbler

5. Soon "flocks" of winged mosquitoes take to the air.

A) soon
B) winged
C) take
D) to the air

6. From time to time they come to the surface for air.

A) from
B) to time
C) they come
D) come

7. In a few days the mosquito eggs hatch into wriggling larvae.

A) few
B) hatch
C) into
D) wriggling

8. Our strangest insect is the mosquito.

A) our
B) insect
C) is
D) none of the above

d = 12.260

0980 Identifying adjectives of comparison.

Given a list of adjectives, the learner will indicate which adjective shows comparison.

Directions: In the following list of adjectives, select the one which is comparative or superlative.

1. A) good
B) better
C) bad
D) poor

2. A) sad
B) happy
C) worst
D) good

3. A) strong
B) weak
C) foolish
D) stronger

4. A) best
B) beautiful
C) ugly
D) handsome

5. A) pretty
B) lovely
C) most
D) easy

6. A) bigger
B) big
C) large
D) tiny

d = 12.355

0990 Identifying prepositions.

Given sentences and for each a set of words from the sentence, the learner will select the word that is a preposition in the sentence.

Directions: Select the preposition in the sentence.

1. Beside the two trees stood a quaint stone house.
   - A) two
   - B) stood
   - C) house
   - D) beside

2. The boys plunged quickly into the cool water.
   - A) quickly
   - B) into
   - C) cool
   - D) plunged

3. Who took the cookies off the pantry shelf?
   - A) who
   - B) off
   - C) pantry
   - D) took

4. We bought this magazine from Mr. Fisher.
   - A) we
   - B) from
   - C) Mr.
   - D) this

5. The morning's earnings were divided between the five boys.
   - A) were
   - B) divided
   - C) between
   - D) five

6. I stay at my aunt's house.
   - A) at
   - B) I
   - C) my
   - D) aunt's

7. Don't stay at home all day.
   - A) at
   - B) all
   - C) home
   - D) don't

8. Please go into the library and stay in that room till noon.
   - A) go
   - B) that
   - C) till
   - D) please

d = 12.395

1000 Identifying nouns.

Given sentences at the appropriate level of difficulty, the learner will identify the nouns in the sentences.

Directions: Select the one word which is *not* a noun, from the words below in the sentences.

1. An appointment to see the doctor could not be made until next month.

   A) appointment
   B) doctor
   C) until
   D) month

2. The little boy was never sure if his actions would bring a reward or a punishment.

   A) never
   B) actions
   C) reward
   D) punishment

3. As Terry sat there alone, he remembered his home had always been filled with laughter.

   A) Terry
   B) alone
   C) home
   D) laughter

4. The cold began to seep through his heavy coat, and John hoped he'd get there soon.

   A) cold
   B) coat
   C) John
   D) there

5. Although the fake diamond sparkled, Jerry thought it was no substitute for the real thing.

   A) fake
   B) Jerry
   C) substitute
   D) thing

6. For a young child, Tim had a broad range of interests.

   A) Tim
   B) broad
   C) range
   D) interests

7. His tendency toward violence is apparent in his actions.

   A) tendency
   B) violence
   C) apparent
   D) actions

8. Cruelty to animals should be a concern of all people.

   A) cruelty
   B) animals
   C) concern
   D) all

d = 12.570

1010 Identifying adverbs of comparison.

Given a list of adverbs, the learner will indicate which adverbs shows comparative or superlative degree.

Directions: In the following list of adverbs, select the adverb which shows comparative or superlative degree.

1. A) bashfully
B) shyly
C) more clumsily

2. A) earlier
B) soon
C) early

3. A) badly
B) farther
C) far

4. A) sooner
B) late
C) soon

5. A) carelessly
B) foolishly
C) more foolishly

6. A) well
B) worst
C) badly

7. A) late
B) latest
C) clumsily

8. A) well
B) slowly
C) most

d = 12.660

1020 Recognizing synonyms, antonyms, and homonyms.

Given a list of words and for each word a series of four words from which to choose, the learner will select the synonym or antonym as directed.

Directions: Select the word that has a meaning nearly *opposite* that of the word in bold type.

1. **Lenient**
   - A) harsh
   - B) carefree
   - C) thin
   - D) gigantic

2. **Nimble**
   - A) lively
   - B) clever
   - C) clumsy
   - D) smart

Directions: Select the word that has nearly the *same* meaning as the word in bold type.

3. **Despondent**
   - A) dejected
   - B) responsible
   - C) eager
   - D) anxious

4. **Enhance**
   - A) heighten
   - B) fascinate
   - C) confine
   - D) restrain

1030 Recognizing four sentence types.

Given sentences, the learner will identify each sentence as declarative, imperative, interrogative or exclamatory.

Directions: The sentences below have no punctuation. Identify whether the sentence is declarative, imperative, interrogative, or exclamatory.

1. Help, the curtain is on fire

A) declarative
B) imperative
C) interrogative
D) exclamatory

2. How many hours a week do you practice the piano

A) declarative
B) imperative
C) interrogative
D) exclamatory

3. The old house on the corner was torn down

A) declarative
B) imperative
C) interrogative
D) exclamatory

4. Is Mary going to join the Girl Scouts

A) declarative
B) imperative
C) interrogative
D) exclamatory

5. Buy two quarts of milk at the store

A) declarative
B) imperative
C) interrogative
D) exclamatory

6. The storm blew down all the fences

A) declarative
B) imperative
C) interrogative
D) exclamatory

d = 12.725

1040 Identifying adjectives.

Given sentences the learner will identify the adjectives.

Directions: Select the word that functions as an adjective.

1. We have never located my favorite gold bracelet.

   A) never
   B) have
   C) favorite
   D) bracelet

2. The hidden caves of the bandits have been discovered.

   A) hidden
   B) caves
   C) bandits
   D) never

3. Because of the deafening noise, we were unable to hear Mary's call.

   A) because
   B) deafening
   C) noise
   D) call

4. The next installment of the story will appear in May.

   A) next
   B) installment
   C) story
   D) appear

5. The two startled children stumbled and fell down the steep stairs.

   A) children
   B) stumbled
   C) down
   D) steep

6. Both men were chosen to represent their country in the contest.

   A) both
   B) chosen
   C) represent
   D) country

7. Has being alone ever made you feel nervous?

   A) ever
   B) made
   C) feel
   D) nervous

d = 12.745

1050 Using correct punctuation.

Given sentences with all punctuation missing, the learner will identify the need for apostrophes, exclamation marks, and quotation marks for direct quotations.

Directions: Select the answer that best names the punctuation needed in the sentence given.

1. jack said I have been reading about abe lincolns thoughts on happiness

   A) Jack said I have been reading about Abe Lincoln's thoughts on happiness!
   B) Jack said, "I have been reading about Abe Lincoln's thoughts on happiness."
   C) Jack said, I have been reading about Abe Lincolns thoughts on happiness!
   D) none of the above

2. whew its hot

   A) Whew, its hot!
   B) Whew, it's hot!
   C) Whew its hot.
   D) none of the above

3. daniel muttered to himself that he never did like spinach

   A) an apostrophe and (an) exclamation mark/marks
   B) an apostrophe and quotation marks
   C) quotation marks
   D) none of the above

4. the child screamed that his whole room was on fire

   A) The child screamed, "That his whole room was on fire."
   B) "The child screamed," That his whole room was on fire.
   C) The child screamed that his whole room was on fire.
   D) none of the above

5. thats an interesting idea said ann

   A) an apostrophe and (an) exclamation mark/marks
   B) an apostrophe and quotation marks
   C) (an) exclamation mark/marks and quotation marks
   D) none of the above

6. grimms fairy tales make good reading said eve

   A) an apostrophe and (an) exclamation mark/marks
   B) an apostrophe and quotation marks
   C) (an) exclamation mark/marks and quotation marks
   D) none of the above

7. ouch that hurts me

   A) an apostrophe and (an) exclamation mark/marks
   B) an apostrophe and quotation marks
   C) (an) exclamation mark/marks and quotation marks
   D) none of the above

d = 12.975

1060 Determining the main idea of a paragraph, at a more advanced level.

Given a paragraph, the learner will select, from alternatives given, the one that best expresses the meaning of the paragraph.

Directions: Select the statement which best expresses the main idea of the paragraph.

1. "Water is nature's most useful gift to man. It quenches his thirst and cooks his food. It puts out his fires, and as a liquid or ice, cools him during hot weather. It provides him with power, cleans his clothing, and permits him to enjoy many sports."

   A) Water is used to satisfy man's hunger.
   B) Man cannot live without food or drink.
   C) Water is nature's most useful gift to man.
   D) Man uses water for recreation and food.

2. "Some of the important events that preceded the Civil War included the compromise of 1850, the seventh of March speech by Daniel Webster, the Kansas-Nebraska Act, the formation of the Republican Party, trouble in Kansas, the Dred Scott case, the Lincoln-Douglas debates, and the election of Lincoln as President in 1860. As the newly elected President said farewell to Springfield, Illinois, before leaving for Washington, certain people in the South were already thinking of secession from the Union."

   A) The main cause of the Civil War was the election of Lincoln.
   B) There were many events that led to the secession of the South from the Union, culminated by the election of Lincoln in 1860.
   C) Lincoln left for Washington after being elected President in 1860.

3. "Recently a careful study was made of the concentration of business in the United States. It showed that our economic life was dominated by some six hundred odd corporations who controlled two-thirds of American industry. Ten million small business men divided the other third. More striking still, it appeared that if the process of concentration goes on at the same rate, at the end of another century we shall have all American industry controlled by a dozen corporations, and run by perhaps a hundred men. . . . Clearly, all this calls for a re-appraisal of values."

   A) Our economic life is dominated by a relatively few large corporations.
   B) Small business men are necessary for the democratic growth of our society.
   C) Many business men will be afraid to invest in products and buildings.

1060 (Continued)

4. "I watched Mr. Roosevelt giving his celebrated fireside chats, those broadcasts which disclosed for the first time what radio could do for politics by putting a President in immediate touch with the whole nation at the same time."

   A) Radio had a profound political potential.
   B) President Roosevelt enjoyed the broadcasts.
   C) Politics would not use radio as much after television.
   D) President Roosevelt wanted to address the nation.

5. "TV or no TV, that is the question. For five years, from 1947 to 1952, the answer had been absurdly negative. Then the film producers began adopting or adapting some of the French processes, as well as an American one that was almost 35 years old, in a desperate attempt to fight back at the tiny television screen with pictures that were wide and deep."

   A) Show the reaction of filmmakers to television.
   B) Parody one of Shakespeare's quotations.
   C) Present the use of foreign processes in filmmaking.

6. ". . . Our Government is not the master but the creature of the people. The duty of the State toward the citizens is the duty of the servant to the master. The people have created it, and by consent, permit its continual existence."

   A) By common consent the State governs without much restraint.
   B) Government is the servant of the people.
   C) It is the duty of all citizens to take part in Government affairs.

d = 13.465

1070 Identifying prepositional phrases.

Given sentences, the learner will identify the prepositional phrases.

Directions: Select the words that form a *prepositional phrase* from the words listed below.

1. And the ship's voyage across rough seas symbolizes the war.

A) and the ship's voyage
B) voyage across
C) across rough seas
D) symbolizes the war

2. On the shore, people celebrate the ship's safe arrival.

A) on the shore
B) people celebrate
C) the ship's safe arrival
D) celebrate the ship's safe arrival

3. The ship has just completed a voyage through rough weather.

A) the ship
B) the ship has just completed
C) has just completed a voyage
D) through rough weather

4. One member of the ship's crew addresses his captain.

A) one member
B) one member of the ship's crew
C) of the ship's crew
D) addresses his captain

5. He has died during the voyage.

A) has died
B) he has died
C) during the voyage
D) none of the above

6. Everyone except the captain can hear the rejoicing.

A) Everyone except the captain
B) except the captain
C) can hear
D) can hear the rejoicing

7. The ship represents the ship of state.

A) ship represents
B) the ship of state
C) of state
D) none of the above

d = 13.480

1080 Identifying adverbs.

Given sentences, the learner will identify the adverbs. The adverbs will modify verbs, adjectives and adverbs.

Directions: Choose the adverb in the following sentences.

1. His offer was very suspicious, and we hesitated to accept it.

   A) it
   B) and
   C) very
   D) his

2. Which moves more slowly, a turtle or a worm?

   A) which
   B) more
   C) a
   D) or

3. Joan had been slightly interested in going to the new movie downtown.

   A) slightly
   B) interested
   C) new
   D) movie

4. We were almost ready to give up and go home when the sky cleared and the sun came out.

   A) were
   B) almost
   C) ready
   D) when

5. The small boy looked hurt when the dog went rapidly by without stopping.

   A) small
   B) when
   C) rapidly
   D) without

APPENDIX

IER/CRT LANGUAGE ARTS OBJECTIVE DIFFICULTIES

Objective Number	Target Grade(s)	Median Difficulty
0010	1	4.815
0020	1	5.195
0030	1	5.855
0040	1	5.875
0050	1,2	5.955
0060	2,3	6.000
0070	1,2	6.130
0080	1,2	6.420
0090	2,3	6.445
0100	2	6.630
0110	1	6.635
0120	1,2	6.915
0130	1,2	7.065
0140	2,3	7.080
0150	1,2	7.135
0160	2,3	7.195
0170	2,3	7.205
0180	2,3	7.290
0190	4	7.350
0200	1,2	7.520
0210	2,3	7.540
0220	1,2	7.575
0230	3,4	7.640
0240	2,3	7.705
0250	3,4	7.735
0260	4	7.755
0270	2,3	7.775
0280	3,4	7.790
0290	3,4	7.835
0300	3,4	7.845
0310	3	8.105
0320	2,3	8.115
0330	2	8.120
0340	3,4	8.175
0350	4,5	8.220
0360	4	8.240
0370	3	8.455
0380	2,3	8.480
0390	4,5	8.490
0400	4	9.095
0410	3,4	9.125
0420	3,4	9.295
0430	5,6	9.525
0440	4	9.565
0450	3,4	9.615
0460	3,4	9.700
0470	6	9.730
0480	5	9.965
0490	5,6	9.965
0500	4,5	10.165
0510	5,6	10.245
0520	7	10.360
0530	5	10.440
0540	7,8	10.530
0550	4,5	10.565
0560	7	10.615
0570	6,7	10.755
0580	6,7	10.760
0590	5,6	10.855
0600	6,7	10.940
0610	4,5	10.995
0620	7	11.045
0630	5,6	11.100
0640	5	11.160
0650	7,8	11.185
0660	5,6	11.210
0670	5	11.250
0680	5,6	11.315
0690	5	11.325
0700	4,5	11.380
0710	7,8	11.390
0720	7,8	11.390
0730	6	11.400
0740	8	11.405
0750	4,5	11.450
0760	7	11.455
0770	5,6	11.460
0780	4,5	11.465
0790	4,5	11.510
0800	5,6	11.540
0810	7,8	11.540
0820	6,7	11.555
0830	7,8	11.655
0840	7	11.740
0850	8	11.775
0860	6	11.790
0870	8	11.890
0880	7,8	11.950
0890	5,6	11.955
0900	6,7	11.965
0910	6,7	12.000
0920	6	12.005
0930	8	12.005
0940	6	12.035
0950	5	12.040
0960	6,7	12.105
0970	8	12.170
0980	7,8	12.260
0990	6,7	12.355
1000	8	12.395
1010	7,8	12.570
1020	4,5	12.660
1030	6,7	12.720
1040	8	12.725
1050	6,7	12.745
1060	7,8	12.975
1070	8	13.465
1080	8	13.480

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
00101	3.37	1
2	3.37	
3	4.78	
4	5.92	
5	5.99	
6	6.44	
7	10.00	
00201	3.60	1
2	3.87	
3	4.73	
4	5.09	
5	5.53	
6	5.74	
7	5.97	
00301	5.11	1
2	5.53	
3	5.77	
4	5.98	
5	8.14	
6	8.31	
00401	5.00	1
2	5.45	
3	5.77	
4	5.84	
5	6.03	
6	6.21	
7	6.21	
8	6.28	
00501	5.32	1,2
2	5.54	
3	5.71	
4	5.94	
5	6.32	
6	6.76	
7	10.00	
00601	5.71	2,3
2	5.71	
3	5.93	
4	6.21	
5	6.34	
6	6.41	
7	6.41	
8	6.79	
00701	6.07	1,2
2	6.11	
3	6.35	
4	7.27	
5	7.47	
00801	5.01	1,2
2	6.20	
3	6.24	
4	6.40	
5	6.93	
6	7.08	
7	7.41	
8	7.77	
00901	6.99	2,3
2	7.42	
3	8.03	
4	8.09	
5	8.57	
6	8.91	
7	9.29	
01001	5.27	2
2	5.57	
3	7.43	
01101	3.87	1
2	6.38	
3	6.53	
4	6.62	
5	7.26	
6	7.29	
7	8.35	
8	8.35	
01201	5.23	1,2
2	6.89	
3	6.95	
4	7.00	
5	7.60	
01301	6.57	1,2
2	7.05	
3	7.06	
4	7.44	
5	7.67	
6	7.77	
7	8.34	
01401	7.02	2,3
2	7.24	
3	7.39	
4	7.69	
5	8.14	
6	8.32	
7	8.36	
8	9.23	
01501	5.92	1,2
2	6.69	
3	7.12	
4	7.41	
5	7.68	
6	7.71	
7	7.84	
01601	6.14	2,3
2	6.52	
3	6.81	
4	7.36	
5	8.37	
01701	7.19	2,3
2	7.20	
3	7.20	
4	7.34	
5	7.35	
6	7.93	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
01801	6.78	2,3
2	6.83	
3	6.94	
4	7.05	
5	7.17	
6	7.58	
7	7.91	
8	10.09	
01901	6.88	4
2	7.04	
3	7.17	
4	7.29	
5	7.79	
6	8.16	
7	8.79	
8	8.99	
02001	7.60	1,2
2	7.64	
02101	7.18	2,3
2	7.63	
3	7.88	
02201	6.00	1,2
2	6.47	
3	7.47	
4	7.54	
5	7.62	
6	8.20	
02301	7.27	3,4
2	7.37	
3	7.49	
4	7.60	
5	8.22	
6	8.30	
7	9.21	
8	9.76	
02401	6.35	2,3
2	6.60	
3	6.76	
4	6.77	
02501	6.78	3,4
2	7.27	
3	7.36	
4	7.73	
5	7.76	
6	7.77	
7	8.10	
02601	6.14	4
2	7.08	
3	7.59	
4	7.70	
5	8.11	
6	8.93	
7	9.07	
8	9.61	
02701	5.44	2,3
2	7.53	
3	7.58	
4	7.60	
5	7.72	
6	7.76	
7	8.48	
02801	6.93	3,4
2	6.95	
3	7.04	
4	7.78	
5	8.11	
6	8.20	
7	9.37	
02901	6.63	3,4
2	6.63	
3	7.50	
4	7.83	
5	8.08	
6	8.22	
7	8.23	
8	9.26	
03001	7.28	3,4
2	7.44	
3	7.77	
4	7.82	
5	7.88	
6	7.96	
7	8.28	
8	10.15	
03101	6.92	3
2	7.80	
3	7.87	
4	8.09	
5	8.12	
6	8.37	
7	8.62	
8	8.87	
03201	7.39	2,3
2	7.81	
3	7.98	
4	8.03	
5	8.09	
6	8.18	
7	8.97	
8	8.98	
03301	6.20	2
2	6.22	
3	6.42	
4	6.62	
5	6.96	
6	8.26	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
03401	6.88	3,4
2	7.24	
3	7.56	
4	8.15	
5	8.21	
6	8.21	
7	8.26	
8	8.53	
03501	8.03	4,5
2	8.07	
3	8.09	
4	8.21	
5	9.34	
6	9.47	
7	9.94	
8	10.20	
03601	7.38	4
2	7.73	
3	8.21	
4	8.50	
5	9.18	
6	9.22	
7	10.35	
03701	6.25	3
2	7.23	
3	7.96	
4	8.38	
5	8.63	
6	8.63	
7	8.78	
03801	6.77	2,3
2	7.93	
3	7.97	
4	8.27	
5	8.44	
6	8.76	
7	8.84	
8	10.71	
03901	7.00	4,5
2	7.34	
3	7.69	
4	8.71	
5	8.97	
6	11.58	
04001	8.67	4
2	8.75	
3	8.80	
4	9.07	
5	9.24	
6	10.07	
7	10.38	
8	10.82	
04101	8.67	3,4
2	8.72	
3	8.92	
4	9.12	
5	9.25	
6	9.28	
7	9.29	
8	9.49	
04201	8.44	3,4
2	9.24	
3	10.01	
4	10.71	
5	11.20	
04301	8.97	5,6
2	9.40	
3	9.49	
4	9.56	
5	9.72	
6	10.46	
7	10.95	
04401	8.21	4
2	8.74	
3	9.08	
4	9.52	
5	9.90	
6	10.95	
7	11.16	
04501	8.64	3,4
2	9.18	
3	9.31	
4	9.55	
5	10.15	
6	10.40	
7	10.97	
8	11.28	
04601	6.78	3,4
2	9.26	
3	9.52	
4	9.66	
5	9.83	
6	10.20	
7	10.28	
8	10.40	
04701	8.47	6
2	9.61	
3	9.69	
4	9.99	
5	10.24	
6	10.43	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
04801	9.23	5
2	9.52	
3	9.63	
4	9.93	
5	10.00	
04901	8.56	5,6
2	9.38	
3	9.55	
4	9.88	
5	10.10	
6	10.88	
7	11.34	
8	13.15	
05001	9.27	4,5
2	9.72	
3	10.00	
4	10.11	
5	10.57	
6	10.70	
7	10.92	
05101	9.21	5,6
2	9.82	
3	10.05	
4	10.22	
5	10.27	
6	10.70	
7	11.54	
05201	8.88	7
2	9.09	
3	10.09	
4	10.27	
5	10.55	
6	11.06	
7	11.74	
05301	10.03	5
2	10.26	
3	10.38	
4	10.42	
5	10.58	
6	10.63	
7	10.89	
8	10.95	
05401	9.08	7,8
2	9.62	
3	10.44	
4	10.50	
5	10.63	
6	11.03	
7	11.13	
8	11.24	

Item code	Difficulty	Target grade(s)
05501	9.87	4,5
2	10.04	
3	10.41	
4	10.53	
5	10.60	
6	11.03	
7	11.16	
8	11.30	
05601	9.01	7
2	9.69	
3	10.60	
4	10.61	
5	10.84	
6	11.27	
7	11.94	
8	12.67	
05701	10.13	6,7
2	10.30	
3	10.59	
4	10.70	
5	11.34	
6	11.67	
7	11.92	
8	12.31	
05801	9.93	6,7
2	10.06	
3	10.73	
4	11.08	
5	11.25	
6	12.98	
05901	9.68	5,6
2	9.75	
3	9.84	
4	10.85	
5	11.81	
6	12.15	
7	12.76	
8	12.77	
06001	10.08	6,7
2	10.85	
3	12.13	
4	12.31	
06101	10.50	4,5
2	10.59	
3	10.95	
4	11.18	
5	11.58	
6	11.67	
7	11.92	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
06201	9.48	7
2	10.08	
3	10.62	
4	10.94	
5	11.32	
6	11.78	
7	11.99	
8	12.37	
06301	10.88	5,6
2	10.92	
3	11.03	
4	11.09	
5	11.20	
6	11.22	
7	11.29	
8	12.58	
06401	10.25	5
2	11.07	
3	11.24	
4	13.60	
06501	10.56	7,8
2	10.68	
3	10.87	
4	11.14	
5	11.23	
6	11.41	
7	11.76	
8	12.32	
06601	10.64	5,6
2	10.97	
3	11.00	
4	11.20	
5	11.26	
6	11.32	
7	11.34	
06701	9.77	5
2	11.13	
3	11.36	
4	11.68	
06801	10.47	5,6
2	10.51	
3	11.09	
4	11.30	
5	11.76	
6	11.79	
7	12.61	
06901	10.19	5
2	10.34	
3	10.52	
4	11.32	
5	11.73	
6	12.33	
7	12.55	

Item code	Difficulty	Target grade(s)
07001	11.05	4,5
2	11.28	
3	11.35	
4	11.37	
5	11.39	
6	11.55	
7	11.98	
07101	11.04	7,8
2	11.12	
3	11.27	
4	12.16	
5	12.55	
6	12.78	
7	13.02	
07201	10.89	7,8
2	11.17	
3	11.36	
4	11.38	
5	11.52	
6	11.69	
7	11.83	
8	11.86	
07301	10.54	6
2	10.76	
3	11.26	
4	10.40	
5	11.57	
6	12.66	
07401	10.34	8
2	10.91	
3	11.25	
4	11.40	
5	11.45	
6	11.59	
7	11.60	
07501	11.10	4,5
2	11.25	
3	11.31	
4	11.45	
5	11.67	
6	11.78	
07601	11.01	7
2	11.06	
3	11.17	
4	11.43	
5	11.70	
6	11.85	
7	12.75	
8	12.94	
07701	10.74	5,6
2	10.89	
3	11.25	
4	11.44	
5	11.77	
6	12.26	
7	12.30	
8	12.46	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
07801	8.97	4,5
2	10.96	
3	11.22	
4	11.45	
5	11.48	
6	11.51	
7	12.06	
8	12.21	
07901	10.70	4,5
2	11.20	
3	11.29	
4	11.51	
5	12.25	
08001	10.57	5,6
2	10.69	
3	11.42	
4	11.50	
5	11.68	
6	11.77	
7	12.11	
8	12.76	
08101	10.75	7,8
2	10.91	
3	11.07	
4	11.51	
5	11.69	
6	12.06	
7	12.12	
8	12.79	
08201	9.80	6,7
2	11.16	
3	11.36	
4	11.49	
5	12.88	
6	13.10	
08301	10.03	7,8
2	11.37	
3	11.42	
4	11.63	
5	12.38	
6	12.51	
7	12.91	
08401	10.43	7
2	11.36	
3	11.51	
4	11.70	
5	11.95	
6	12.23	
7	12.31	
08501	10.53	8
2	11.12	
3	11.59	
4	11.73	
5	11.85	
6	11.97	
7	12.07	
8	12.16	
08601	11.42	6
2	11.65	
3	11.70	
4	11.78	
5	11.90	
6	11.92	
7	11.97	
08701	11.60	8
2	11.63	
3	11.86	
4	11.89	
5	11.89	
6	11.95	
7	12.05	
8	13.65	
08801	10.20	7,8
2	11.78	
3	11.82	
4	11.95	
5	12.76	
6	13.17	
08901	9.64	5,6
2	10.66	
3	11.06	
4	11.93	
5	12.46	
6	12.65	
09001	11.36	6,7
2	11.92	
3	11.95	
4	11.96	
5	12.39	
6	12.63	
7	12.89	
09101	11.48	6,7
2	11.48	
3	11.74	
4	11.97	
5	12.45	
6	12.75	
7	12.81	
8	13.53	
09201	11.20	6
2	11.25	
3	11.32	
4	11.61	
5	11.98	
6	12.80	
7	13.40	
09301	10.10	8
2	11.65	
3	14.02	

LANGUAGE ARTS ITEM STATISTICS

Item code	Difficulty	Target grade(s)
09401	11.34	6
2	11.49	
3	11.99	
4	12.02	
5	12.50	
6	12.86	
7	13.01	
8	13.47	
09501	10.96	5
2	11.30	
3	11.96	
4	12.20	
09601	11.22	6,7
2	11.34	
3	11.43	
4	12.06	
5	12.23	
6	12.78	
7	13.60	
09701	11.46	8
2	11.72	
3	12.08	
4	12.14	
5	12.40	
6	12.59	
7	12.97	
8	13.11	
09801	11.30	7,8
2	11.93	
3	12.07	
4	12.23	
5	12.65	
6	12.71	
7	12.83	
8	13.64	
09901	12.10	6,7
2	12.14	
3	12.16	
4	12.35	
5	12.36	
6	12.48	
7	13.16	
8	13.48	
10001	9.99	8
2	11.28	
3	11.64	
4	12.32	
5	12.47	
6	12.63	
7	13.48	
8	13.75	
10101	11.91	7,8
2	12.29	
3	12.31	
4	12.56	
5	12.68	
6	12.87	
7	13.03	
8	13.09	
10201	12.14	4,5
2	12.36	
3	13.04	
4	13.41	
10301	11.36	6,7
2	12.02	
3	12.26	
4	12.69	
5	13.12	
6	13.18	
10401	11.44	8
2	11.59	
3	11.97	
4	12.66	
5	12.79	
6	13.29	
7	13.51	
10501	10.52	6,7
2	11.52	
3	12.14	
4	12.59	
5	13.08	
6	13.08	
7	13.39	
10601	10.81	7,8
2	11.78	
3	12.78	
4	12.96	
5	13.05	
6	13.12	
10701	12.99	8
2	13.11	
3	13.33	
4	13.42	
5	13.69	
6	13.81	
7	14.36	
10801	12.37	8
2	12.86	
3	13.33	
4	13.77	
5	13.98	

ANSWER KEY

LANGUAGE ARTS ITEMS ANSWER KEY

Item code	Key	Item code	Key	Item code	Key	Item code	Key	Item code	Key	Item code	Key
00101	A	00901	E	01801	A	02701	B	03501	C	04301	A
2	A	2	C	2	A	2	C	2	C	2	B
3	D	3	A	3	A	3	C	3	A	3	B
4	C	4	D	4	B	4	B	4	C	4	B
5	B	5	A	5	B	5	B	5	A	5	A
6	D	6	B	6	B	6	D	6	C	6	A
7	D	7	C	7	B	7	C	7	C	7	A
				8	A			8	C		
00201	A	01001	E			02801	A			04401	B
2	A	2	A	01901	C	2	B	03601	B	2	A
3	B	3	B	2	B	3	B	2	B	3	B
4	B			3	C	4	C	3	B	4	B
5	C	01101	A	4	A	5	C	4	B	5	B
6	C	2	B	5	B	6	A	5	B	6	B
7	A	3	A	6	C	7	A	6	B	7	A
		4	A	7	A			7	B		
00301	B	5	A	8	B	02901	C			04501	B
2	B	6	A			2	B	03701	A	2	C
3	C	7	B	02001	B	3	A	2	A	3	C
4	A	8	B	2	A	4	A	3	C	4	B
5	B					5	C	4	C	5	C
6	A	01201	A	02101	C	6	C	5	B	6	B
		2	B	2	B	7	B	6	B	7	A
00401	A	3	A	3	D	8	C			8	A
2	B	4	A					03801	B		
3	C	5	A	02201	E	03001	C	2	C	04601	B
4	C			2	A	2	C	3	D	2	B
5	D	01301	A	3	A	3	B	4	B	3	B
6	B	2	A	4	C	4	A	5	A	4	A
7	C	3	B	5	C	5	B	6	D	5	C
8	A	4	B	6	D	6	B	7	C	6	A
		5	B			7	C	8	B	7	B
00501	A	6	B	02301	B	8	B			8	B
2	A	7	B	2	C			03901	B		
3	C			3	C	03101	B	2	B	04701	A
4	B	01401	D	4	B	2	D	3	B	2	A
5	C	2	A	5	B	3	B	4	B	3	B
6	A	3	A	6	C	4	A	5	B	4	A
7	B	4	A	7	A	5	A	6	A	5	B
		5	A	8	A	6	B			6	B
00601	A	6	A			7	B	04001	B		
2	B	7	A	02401	B	8	A	2	A	04801	C
3	A	8	A	2	A			3	A	2	B
4	B			3	B	03201	C	4	A	3	C
5	A	01501	A	4	A	2	C	5	B	4	A
6	A	2	E			3	A	6	B	5	C
7	B	3	C	02501	A	4	C	7	C		
8	B	4	D	2	A	5	C	8	B	04901	B
		5	B	3	C	6	C			2	D
00701	B	6	C	4	C	7	C	04101	A	3	B
2	A	7	E	5	B			2	B	4	B
3	B			6	B	03301	B	3	B	5	C
4	A	01601	B	7	A	2	A	4	B	6	B
5	B	2	A			3	A	5	B	7	C
		3	B	02601	B	4	B	6	B	8	A
00801	B	4	B	2	B	5	E	7	A		
2	A	5	B	3	A	6	E	8	A	05001	A
3	B			4	B					2	C
4	A	01701	A	5	A	03401	B	04201	C	3	B
5	B	2	C	6	B	2	A	2	B	4	B
6	A	3	A	7	A	3	B	3	B	5	B
7	B	4	D	8	B	4	B	4	C	6	B
8	A	5	B			5	B	5	B	7	B
		6	B			6	A				
						7	A				
						8	A				

LANGUAGE ARTS ITEMS ANSWER KEY

Item code	Key
05101	C
2	B
3	A
4	C
5	C
6	B
7	B
05201	C
2	B
3	A
4	A
5	D
6	D
7	B
05301	B
2	B
3	B
4	B
5	A
6	A
7	A
8	B
05401	A
2	A
3	B
4	B
5	B
6	A
7	B
8	B
05501	A
2	A
3	B
4	B
5	C
6	D
7	D
8	C
05601	B
2	C
3	A
4	A
5	B
6	A
7	B
8	C
05701	B
2	C
3	C
4	B
5	C
6	C
7	C
8	C

Item code	Key
05801	A
2	A
3	A
4	B
5	B
6	A
05901	A
2	A
3	A
4	A
5	A
6	B
7	B
8	B
06001	B
2	B
3	C
4	C
06101	B
2	D
3	B
4	B
5	B
6	D
7	C
06201	B
2	A
3	A
4	C
5	B
6	A
7	C
8	C
06301	C
2	A
3	C
4	C
5	B
6	A
7	B
8	C
06401	C
2	B
3	A
4	B
06501	C
2	B
3	B
4	C
5	B
6	A
7	B
8	D

Item code	Key
06601	C
2	A
3	C
4	B
06701	C
2	C
3	B
4	A
06801	C
2	B
3	D
4	C
5	A
06901	A
2	C
3	A
4	A
5	C
6	C
7	B
07001	B
2	C
3	D
4	A
5	B
6	B
7	D
07101	A
2	B
3	B
4	B
5	A
6	A
7	A
07201	A
2	A
3	A
4	B
5	B
6	B
7	A
8	B
07301	A
2	C
3	C
4	B
5	B
6	A
07401	A
2	C
3	B
4	C
5	A
6	B
7	A

Item code	Key
07501	A
2	C
3	D
4	C
5	B
6	A
7	D
07601	A
2	A
3	A
4	A
5	A
6	E
7	D
8	B
07701	A
2	B
3	D
4	A
5	D
6	D
7	C
8	C
07801	B
2	C
3	C
4	B
5	C
6	B
7	C
8	C
07901	D
2	A
3	A
4	A
5	D
08001	C
2	C
3	B
4	B
5	D
6	A
7	D
8	B
08101	B
2	A
3	A
4	B
5	A
6	B
7	B
8	B
08201	B
2	A
3	C
4	C
5	B
6	A

Item code	Key
08301	A
2	A
3	A
4	B
5	B
6	B
7	B
08401	D
2	B
3	C
4	B
5	D
6	A
7	A
08501	C
2	A
3	B
4	A
5	A
6	C
7	C
8	B
08601	A
2	C
3	C
4	B
5	A
6	D
7	D
08701	C
2	B
3	B
4	C
5	D
6	A
7	C
8	A
08801	A
2	A
3	C
4	B
5	C
6	B
08901	A
2	B
3	A
4	C
5	C
6	C
09001	B
2	B
3	A
4	B
5	A
6	C
7	C

Item code	Key
09101	A
2	B
3	C
4	C
5	B
6	D
7	D
8	A
09201	C
2	B
3	C
4	C
5	B
6	A
09301	B
2	A
3	B
09401	A
2	B
3	D
4	D
5	D
6	D
7	A
8	C
09501	C
2	C
3	C
4	C
09601	D
2	C
3	A
4	A
5	A
6	B
7	A
09701	A
2	B
3	C
4	C
5	C
6	D
7	B
8	C
09801	B
2	C
3	D
4	A
5	C
6	A
09901	D
2	B
3	B
4	B
5	C
6	A
7	A
8	C

LANGUAGE ARTS ITEMS ANSWER KEY

Item code	**Key**
10001	C
2	A
3	B
4	D
5	A
6	B
7	C
8	D
10101	C
2	A
3	B
4	A
5	C
6	B
7	B
8	C
10201	A
2	C
3	A
4	A
10301	D
2	C
3	A
4	C
5	B
6	A
10401	C
2	A
3	B
4	A
5	D
6	A
7	D
10501	B
2	B
3	D
4	C
5	D
6	D
7	D
10601	C
2	B
3	A
4	A
5	A
6	B
10701	C
2	A
3	D
4	C
5	C
6	B
7	C
10801	C
2	B
3	A
4	B
5	C